

Writing

ACROSS THE CURRICULUM

In the Disciplines and In The Workplace



Introduction

■ Purpose and Scope of the Journal

Welcome to the ninth edition of our journal of student writing here at Lone Star College–Montgomery: Writing Across the Curriculum (WAC), In the Disciplines (WID) and In the Workplace (Vol. IX). The purpose of the publication remains twofold: (1) to celebrate examples of discipline/field/profession-specific student writing from across the college, and (2) to provide students and faculty examples of such writing to use in the classroom.

■ Organization of the Journal

The journal is organized by program or discipline and within the latter, by genre or kind of writing important in the field. In this way, the journal showcases students using the same skills and producing the same kinds of writing that faculty and other professionals produce in order to communicate successfully. We ask the faculty member who submits the writing from his/her class to include a brief introduction to each piece highlighting how the student selection reflects the kind of writing and skills important in that particular field or endeavor.

The writing included represents a great range of experience and skill on the part of the student-writers.

■ Who Publishes the Journal?

The journal is underwritten by the Office of the Vice President of Instruction and a faculty group, Communication Across the Curriculum (CAC). CAC encourages interdisciplinarity, cross-disciplinary faculty dialogue and curricular experiments. It also supports the college's Writing Across the Curriculum Initiative and sponsors the annual CAC Student Presentation Conference.

■ Who Can Submit Work for Publication?

We publish student writing from both academic and workforce programs in the college. The course instructors select and submit the writing on behalf of their students. Nevertheless, we encourage students who are interested in getting their work published to let their instructors know and most important, to make their professors aware that they are interested in revising and improving their work prior to possible submission.

The instructor is the expert in the field. Therefore, the journal editors and advisors wish to emphasize that faculty who submit student writing accept responsibility for guiding the writer not only in the presentation of content but also in the process of revision, editing and the correct use of the appropriate documentation style. Use of a particular documentation format is related to the discipline, the genre, and the preference of the instructor in a given writing task.

■ We Wish to Thank

All the student writers and the faculty who submitted student work, and especially the journal editors, Professors Martina Kusi-Mensah (English), Ron Heckelman (English), Julie Harless (Biology), and Mark Stelter (Criminal Justice) for putting it all together.

The writing consultants of The Write Place, the college's Writing Across the Curriculum-oriented Writing Center. Dir.: Lori Hughes

The organizers of the annual CAC Student Presentation Conference: Simone Rieck, Brandy Harvey and Anitha Iyer.

■ Special Thanks

Dr. Austin Lane, LSC-Montgomery President;

Dr. Ann Kirch, Vice President, Instruction;

Wendell Williams, Vice President, Student Success;

Instructional Deans: Becky Gustamente, Deborah Ellington and Barbara Buchanan; Interim Instructional Deans Kathryn Gronlund & Renee Pruitt; Library Director, Janice Peyton; Office of the Vice President, Instruction, Beverly Mulvey; Dean, College Relations, Steve Scheffler

■ Very Special Thanks

LaNae Ridgwell, Program Manager, Marketing/Publications

Pamela Kennedy, Graphic Design/Publications

■ Call For Papers For Vol. X (2013-2012)

We seek examples of discipline, field-specific and workplace writing for the ninth edition of the journal (Vol. X) to be published in the summer/fall 2014. Faculty in all disciplines, professional and/or certificate and workplace programs across the college are invited to submit student writing.

Students who would like to submit writing should let their instructor know of their interest. Students will then revise and edit their work under the guidance of their instructor. Finally, the instructors submit the writing to the journal.

Submissions must be submitted ELECTRONICALLY in Microsoft Word.

All submissions must be accompanied by three other documents: (1) a submission form provided by the journal and filled out by the instructor; (2) the faculty member's introductory paragraph; and (3) a release form signed by the student-writer. The brief introductory paragraph must include the name and number of the course and an explanation of how the submission reflects a kind of writing, and/or writing skills important in a particular discipline, field or profession.

To view past journals on line and the journal style guide, submission form, release form, and other material, go to the CAC website: <http://www.montgomerycac.wordpress.com/>

E-mail submissions and questions to: martina.kusi-mensah@LoneStar.edu
LSC-Montgomery Writing Across the Curriculum Initiative LSC-Montgomery Dept. of English

DEADLINE FOR SUBMISSIONS: May 26, 2014

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Porcelain Enigma

CHERI WINTERS

ARTS 1301: ART APPRECIATION. *Art Appreciation students examine works of art closely to analyze the elements and principles at work. Some students delve further into the technical processes of creating the art. Cheri Winters sheds light on artist Cheryl Ann Thomas's unconventional ceramic process in her essay Porcelain Enigma. Cheri addresses varied contrasts, which exist in the freestanding sculpture in a lively discussion of enigmas- light/dark; beauty/ugliness; creation/destruction among her personal reactions to the work. Her use of the appropriate terminology of art enhances the essay.*

—Denise Lorenz

I have chosen an intriguing piece of artwork called *Relics 243, 287-289, 292, 294 & 295*, which was created in 2012 as the subject for my Form and Content Essay. The artist is Cheryl Ann Thomas from Ventura, California, and I viewed her work locally at the Pearl Fincher Museum of Fine Arts. The artwork is an abstract, freestanding sculpture made of porcelain clay. The scale is approximately 28 inches by 29 inches by 24 inches. The artwork began larger as Thomas constructs 3 foot and 5 foot porcelain columns in the process of creation. The artist undergoes a tedious and time-consuming technique called coiling. She rolls out thin strands of porcelain that measure approximately 1/8 to 2/8 of an inch in circumference. She proceeds to layer the strands one on top of the other as she builds a circular hollow tower. She maintains a uniform circle of the strands by the gentle coaxing of her hand or fingers forming a history between her and the material. Once the construction of the column is finished, it is placed in a heated kiln. Since the columns are hollow, the weight of the porcelain clay falls upon itself producing unpredictable forms or “relics.” A “relic” is never duplicated, because of the deconstruction, which occurs.

Relics 243, 287-289, 292, 294 & 295 is an assemblage of seven different ‘relics.’ Thomas created it by taking individual “relics” and placing them in an un-orchestrated manner one upon another in the kiln. She continued the re-firing of the “relics” until she felt she had a completed statement. Thomas uses a palette of creams, whites, grays and blacks. *Relics 243, 287-289, 292, 294 & 295* consists of cream and black opaque “relics.”

Delicately woven into the black and cream columns are sparse strands of royal blue that add to the complexity and mystery of the sculpture.

The artwork reminds me of large pieces of crêpe paper piled haphazardly or a pile of laundry waiting to be washed or even a witch’s black hat. The sinuous rope strands produce prominent straight and curved lines in the artwork. But at any time a particular line can disappear into the folds of the porcelain. The folds give the piece character and balance, and the swells of porcelain produce a rhythm. The sculpture can be viewed from many different sides, and each side displays a different form. The content of the image is up to the perception of the viewer. The visual texture reminds me of cornhusks in which tamales are wrapped. The actual texture is layered and uneven, yet conflictingly smooth due to the porcelain.

My interpretation of *Relics 243, 287-289, 292, 294 & 295* can be described as an enigma. It is hard yet curved. It was created yet destroyed (in the kiln). It is resistant yet fragile.

It is consistent yet surprising. It displays many faces. Knowing the artist created the piece in perfect, circular towers, then allowed the piece to descend and collapse while not caring about the consequence of resulting beauty or ugliness offers a sense of freedom. The work was allowed to “be itself.”



Cheryl Ann Thomas: *Relics 287-289, 292, 294 & 295*
photo by Cheri Winters
April 2013-courtesy of Pearl Fincher Museum of Art

Jeremy Newton: His Own Words, They Help

VICTOR
WALZEBUCK

ARTS 1301: ART APPRECIATION. *In an initial encounter with a work of art, the duration of time used to assess what lies before the eyes is about as vast as the space between the next two sentences. I like it. I don't like it. Here, Victor uses a two-step technique to transform this tiny gap of consideration into a mini-chasm of intellectual assessment before asserting his stance.*

First: he poses a series of broad questions to himself about the work. These are standard questions valuable for assessing all works of art.

- *What is most striking about this work—Artist's Ability, Process, or Product?*
- *Does the artist make viewers aware of a unique concept? How?*
- *Which of the Formal Elements of Art appear to be emphasized in the art: Line, Space, Shape, Color, Time, Motion, Texture, Value, Light. How?*
- *Who forms the "audience" for this work? Is this specific to a culture or event?*
- *Is there intended meaning, and how is it divulged to the viewer by the artist?*

Second: Victor directly states his personal feeling about the artist's work. His opinion is more thought-provoking to the reader than a purely subjective statement such as, "blue is my favorite color" because he supports his argument with reasons gleaned from asking the above questions.

Notice: 1) Victor focuses on addressing only two or three of the questions most applicable to the work he is viewing, ("Time" as a Formal Art Element, Artist's Process, Artist's Intent) rather than rambling a list of answers to all questions. 2) He cites the works of art specifically, properly setting off their titles with quotation marks around them. 3) He fully describes the nature and appearance of the artwork while building his discussion. This allows readers to comprehend the basis for his opinion even though they are unable to experience the art themselves.

—Mary C. Castagna

"My Work transforms ubiquitous and ordinary objects into materials, shapes, and forms that transcend the commonplace and become precious aesthetic objects. I choose to work with products that are encountered frequently, such as kitchen matches, erasers, toothbrush bristles, grocery sacks, staples, pens, and paper. Mass-produced as utilitarian products, these materials are often discarded and

overlooked after each has served its purpose, through repetitious processes which are laborious, obsessive, time-consuming and also meditative, I degrade, deconstruct, and ultimately reconstitute them into an altered state that speaks to the transcendence even in resurrection of the material. The time and discipline required to make this art, as well as the act of metamorphoses, reflect the dualities in the physical and spiritual aspects of my own life. "

Jeremy Newton

This is the first paragraph read in Jeremy Newton's written statement available upon arriving at his gallery show entitled *A.I. Altered Identity*. Newton's collection, much like a lot of art nowadays is one that absolutely needs a statement from the artist to accompany the viewer through the work. Art can and should be misinterpreted. This act is healthy in the art world; the debate between the meaning or context of a piece, determining what a piece does or doesn't represent is something which can be as personal or vague as one allows it to be.

The intentions of the artist however, are not debatable. What he or she has to say about their work is exactly what they feel about their work. As frustrating as it is to me to think of collecting large amounts of eraser shavings, "Shavings of Time" as Newton puts it as an "act of metamorphoses," I still have to accept this as the artistic intention for this piece. The other works which one could categorize in the same league as "Shavings of Time" are "Healing," a 2009 piece in which he reconstructed the staples from a utility pole into a cylinder, and "Pentapens," another 2009 work in which he scribbled 5 ink pens to the last drop which resulted in an intense color smear of purple ink. In "Healing" Newton describes the process of moving staples from the pole as the process of us as people removing staples from our life; the holes left in the pole resemble the scars which are left either eternally or physically in the body during our own process of healing. Redemption is the first thought that comes to my mind when I read such a description, and to be fair, it makes a lot of sense, but that's just why these pieces of work are at fault, they make too much sense, too easily.

Newton's ideas of the context and representation of his pieces are indeed necessary, but his work is not necessary for his ideas. Now while this might sound confusing, let me put it in another way. His overall statement for

his gallery show concerns the act of turning everyday mass-produced objects like pens and erasers into “Altered-States,” a “resurrection” of sorts for office materials and other products. By observing the descriptions of what he intends his individual pieces to represent, such as not being able to turn back on life in “Shavings of Time” or assuming a fresh start in life for “Healing,” one can arguably conclude that here is an artist who wants to present used-up household and office objects as a reflection to ourselves, and a statement of metamorphoses. But when you photograph a pole full of staple chips and try to tell someone that the chips represent the scars in our lives, then I might as well cut a piece of paper and say the open space represents a gap in my life. This might not take the same amount of time as it took Newton to pluck the staples from the pole, but in an overall sense the act is very much the same, and it is not metamorphoses. Well maybe it is, but it is about the cheapest type of metamorphoses. If you want to represent days of our lives through eraser shavings, there are ways you can do that that don’t rely on settling to lay thousands of shavings on a table. Once again, this may be “metamorphoses” but it’s a cheap metamorphoses: it cheapens Newton’s idea and turns it into an activity, which anyone with a lot of time on their hands can do.

Newton’s ideas help give his work life, but his work kills his ideas: whether it be connecting ballpoints with a magnet as in “Indispensable” or cutting and rolling lakes from atlases in “Puddle of Lakes,” they turn the act of metamorphism into a simple chore of two or three steps. And while Newton may have spent a long time on the three steps it took to make a work like “Puddle of Lakes,” it still doesn’t contradict the simple pathway the material had to take to get to its “resurrected” state.

WORKS CITED

Jeremy Netwon, Artist’s Statement for his one-man art exhibit in the Mary Stuart-Matheson Gallery, entitled *A.I. Altered Identity*, 2013.

Apocalypse Reef

ROBERT HANIGAN

BIOLOGY 1409: INTRO TO BIOLOGY II FOR NON-MAJORS. *Robert Hanigan’s power point presentation, using an instructor specified format, communicates his grasp of the invasive species concept. He critically examines the impact of these invaders on the coral reef ecosystem. Robert’s research was very thorough and being an avid diver, he was able to add personal experience to the presentation. He exhibited critical thinking skills while persuading the audience about the urgency of the situation and possible measures to control it. Robert presented this at the Lone Star-Montgomery Communication Across the Curriculum (CAC) Student Presentation Conference 2013, and won first place.*

–Anitha Iyer

Apocalypse Reef

by
Robert B. Hanigan
BIOL 1409

For complete color
powerpoint presentation
please visit:

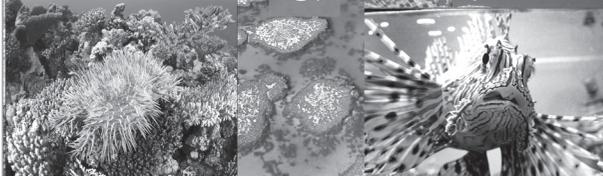
<http://montgomerycac.wordpress.com/robert-hanigan/>

Acanthaster planci
Crown of Thorns Starfish



Pterois volitans
Pacific Red Lionfish



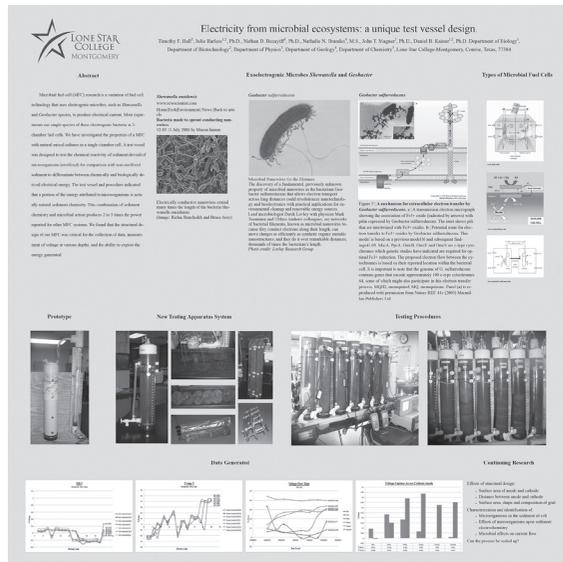


Electricity from Microbial Ecosystems

TIMOTHY HALL

BIOTECHNOLOGY : INDEPENDENT STUDY. *Posters at scientific meetings are used to communicate preliminary results, to elicit feedback from other experts, and for students to get their first experience in the last step of the scientific method – communicating results. Tim’s Abstract concisely and logically describes the flow of his presentation – background, his results, and the implications of his studies. The layout of the images on Tim’s poster allowed him to discuss his work in a logical sequence and to highlight the important differences between his work and that of other researchers. The design of the equipment was essential to the success of this project, and Tim has used drawings and photographs to illustrate the overall plan and the details of his fuel cell. The graphs were designed to convey the results clearly. Tim did not try to present all of his data on the poster, but only the results of one set of experiments. The message is clear, and the strength of the scientific findings is made obvious by this presentation. Tim’s presentation was awarded first prize in the Environmental Microbiology section of Undergraduate Poster Sessions at the 2013 Spring meeting of the Texas Branch of the American Society for Microbiology. The software used is Microsoft Publisher.*

–Julie Harless



For full scale color version of poster please visit:

<http://montgomeryacc.wordpress.com/timothy-hall/>

Offshore Drilling

AMANDA SLEEM

SPEECH 1321: BUSINESS AND PROFESSIONAL COMMUNICATION. *Effective persuasive speaking requires a conceptual blueprint which is logical and complete. Amanda Sleem illustrates both in her Persuasive Speech outline and Topic Approval proposal. The Topic Approval identifies a hypothetical, real-world forum that the student could potentially be invited to deliver a speech by adding appropriate education and experience to their background. Examine Amanda’s Topic Approval to note the real-world elements she selected.*

Amanda’s MLA style outline is an excellent example of conceptual clarity and ordering. Pay particular attention to the support elements IV., V., and VI. for the important persuasive technique of evidence→reasoning→conclusion. And finally, note the very important call-to-action in VII. B., which punctuates the thesis and completes the persuasion cycle. Congratulations to Amanda for her command of persuasive concepts and speaking techniques.

–Tony Fuller

THESIS: OFFSHORE DRILLING SHOULD CONTINUE.

I. Introduction:

- A. Welcome to the 2013 Offshore Technology Conference here in Houston, Texas.
- B. My name is Amanda Sleem, and I’ve been the President of U.S.A. Offshore Operations for Tetra Technologies since 2010.
- C. Offshore drilling is a benefit to America; therefore it should continue.

II. Attention Getter: Did you know that America’s oil and natural gas industry supports over 9.5 million jobs, pours in more than 60 billion dollars into our economy annually, while reducing our dependency on foreign oil?

III. Offshore drilling should continue (Beckman).

- A. Tax revenues and royalties/leases

- B. Increase domestic oil supply
- C. Job creation
- IV. Tax revenues and royalties/leases (Energy Tomorrow).
 - A. Tax revenues: approximately \$50 billion annually.
 - B. Royalties/leases: approximately \$10 billion annually.
- V. Increase domestic oil supply
 - A. Minimize dependency on foreign oil (Fogliasso 38-51).
 - 1. \$1.5 billion spent every year on foreign oil.
 - 2. Many countries are hostile to the United States.
 - B. Current production (Perry).
 - 1. 2 billion barrels of oil every year.
 - 2. The United States uses 7 billion barrels of oil every year.
 - C. Expanded drilling opportunities
 - 1. Anwar, Alaska (Fogliasso 38-51).
 - 2. Waters off Cuba.
 - 3. Gulf of Mexico deep water.
 - 4. The East Coast Continental Shelf.
 - D. Reduction in pump prices.
- VI. Job creation
 - A. New expanded energy markets.
 - B. Currently provides 9.5 million jobs (Perry).
 - C. Could create an additional 2 million jobs by expanding offshore drilling.
- VII. Conclusion: Offshore drilling should continue.
 - A. Understanding the revenues, increases in our domestic oil supply and the millions of jobs that it supports and can create, justifies the need for it to continue.
 - B. So after everything that is said and done, I say, “Drill here and drill now!”

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- Fogliasso, Christine E., and Margie Washburn. “Arctic National Wildlife Refuge: A Refuge For America?” *Insights To A Changing World Journal* 9 (2012): 38-51. Academic Search Complete. Web. 28 Mar. 2013.
- Perry, Mark J. “Should the US Cancel Plans for Offshore Drilling? (PROs vs CONs).” *Free Republic*, 28 May 2010. Web. 28 Mar. 2013.

PERSUASIVE PRESENTATION PROPOSAL

- Topic:** Offshore drilling
- Thesis:** Offshore drilling should continue.
- Sponsoring Agency:** International Association of Drilling Contractors.
- Occasion:** Annual Offshore Technology Conference in Houston, Texas.
- Role:** Title/Organization: The President of U.S.A. Offshore Operations for Tetra Technologies.
- Education:** M.B.A. in Management and B.S. in Geology from University of Texas.
- Professional Experience:** Six years as a Geologist for Tetra Technologies, five years as Manager, Director for five years, Vice President for six years, and President for three years.

Human Sex Trafficking

ROBBIE AMIDEI

SPEECH 1311: INTRODUCTION TO SPEECH COMMUNICATION. *The most effective persuasive speech motivates others towards action. A careful balancing act between providing sound reasoning (Aristotle’s logos) and appealing to the emotions of the audience (pathos), while maintaining credibility as a speaker (ethos), must be struck. It was evident by the reaction of Robbie Amidei’s audience and the post-applause discussion on how to get involved, that she had accomplished her goal of persuasion. The process that took her to that shining moment was her writing. She conducted hours of research and revised multiple drafts, resulting in this final persuasive outline. Her writing excelled in the three following areas: (1) A strong persuasive argument was presented using the organizational pattern Monroe’s Motivated Sequence, in which she successfully created cognitive dissonance within the minds of her audience prior to urging them to action. (2) Amidei’s writing was tailored to her audience of classroom peers in which she explained research with clarity and employed attention gaining strategies with the use of technical visual aids, emotionally stirring narratives, and providing the audience with written documentation. (3) Finally, her use of research, both scholarly and popular, served to strengthen her argument. She cited this research in proper APA format.*

–Sara Goff

I. Introduction: Attention

- A. I’d like to begin by reading from a New York Times article describing a horrific problem in our society today.

If you think sex trafficking only happens in faraway places like Nepal or Thailand, then you should listen to an expert on American sex trafficking that I interviewed the other day. But, first, wish her a happy birthday. She turns 16 years old on Thursday. She asked me to call her Brianna in this speech because she worries that it could impede her plans to become a lawyer if I use her real name. Brianna, who grew up in New York City, is smart, poised and enjoys writing poetry. One evening when she was 12 years old, she got into a fight with her

mom and ran out to join friends. “I didn’t want to go home, because I thought I’d get in trouble,” she said, and a friend’s older brother told her she could stay at his place. Brianna figured she would go home in the morning – and that would teach her mom a lesson. But when morning arrived, her new life began. “I tried to leave, and he said, ‘you can’t go; you’re mine,’” Brianna recalled. He told her that he was a pimp and that she was now his property. The pimp locked her in the room, she recalled, and alternately beat her and showed her affection. She says that he advertised her on Backpage.com, the leading Web site for sex trafficking in America today (Kristof, 2012).

- B. Fortunately Briana was rescued from the sex trade industry and recounted her story while receiving treatment at Gateways, a treatment center for girls who have been sexually trafficked. The article continues stating that,

According to Lashauna Cutts, the center’s director, Gateways has only 13 beds, and Cutts says that the need is so great that she could easily fill 1,300. “I have to turn away girls almost every day,” Cutts told me. The public sometimes assumes that teenage girls in the sex trade are working freely, without coercion. It’s true that most aren’t physically imprisoned by pimps, but threats and violence are routine. The girls typically explain that they didn’t try to escape because of a complex web of emotions, including fear of the pimp but also a deluded affection and a measure of Stockholm syndrome. Once, Brianna says, she looked out her window — and there was her mother on the street, crying and posting “missing” posters with Brianna’s photo. “I tried to shout to her through the window,” she remembered. But her pimp grabbed her by the hair and yanked her back. “If you shout, I’ll kill you,” she remembers him saying. “If I tried to run, I thought he might kill me, or I’d be hurt,” she said. “And, if I went to the cops, I thought I’d be the one in trouble, I’d go to jail” (Kristof, 2012).

- C. Human sex trafficking is a modern-day form of slavery and it is happening right here in America every day. We need to be informed and inform others and take action now to put a stop to this slavery. Human sex trafficking is a growing “industry” in the United States, every 30 seconds another person becomes a victim

of the sex trafficking industry and one out of every five of these victims resides in Texas. Human trafficking’s main hub and the city ranked number one is Houston. According to a Fox News Report, “Human Sex Trafficking in Houston’s Spotlight,” “it is believed that Houston has ensnared up to 300,000 American children, I say children because the average age of a girl is 13” (Hibberd, 2013).

- D. I attended a seminar last year regarding human trafficking; I had no clue what this topic was about or what to expect at the time. I walked away in shock as to how naive I was, but I also walked away with a wealth of knowledge. I truly was blown away by the images and the information that was presented.
- E. President Obama even gave a speech on this subject last September. The United Nations is taking action as well. We all need to take action to stop human trafficking and each one of us can help, in some way.

Transition: We need to be aware of the human rights approach to human trafficking.

II. 1st Main Point: Need

- A. According to the Judges Journal, in an article entitled, “Human Rights-Based Approach to Trafficking,” trafficking is defined as a contemporary form of slavery. Individuals are becoming more frequently trafficked for prostitution. Unfortunately, society tends to view those involved more as offenders than victims. There is a link between human rights and human trafficking, yet the human rights concerns are not always shown with the issue of human trafficking. Cross-border trafficking is an immigration issue and the human rights implications somehow become a secondary issue. Also, many states view human trafficking as a crime and disregard the human rights aspect of the crime (Haddadin & Klimova-Alexander, 2013).
- B. It is unfortunate, that individuals that are being “trafficked” are more often viewed as the criminals than they as are the “victim.” Human rights concerns are not always at the center of responses to trafficking.

- C. Within an article entitled, “The State of State Human Trafficking Laws,” amazingly we find that only one state, Wyoming, has no human trafficking laws. There is not even any related criminal statute on the books. Whereas other states do have laws and enforce criminal implications. The law format, of course, varies state to state. The UN Palermo Protocol defines human trafficking to include both labor and sex trafficking. Yet some states look only at sex trafficking and not labor trafficking. Additionally, other states may only address sex trafficking of minors. Not all state sex-trafficking laws include specialized victim assistance or the protection from being arrested or prosecuted, because of the offenses committed as a result of being victimized. Therefore, we can see that states are narrow minded with their approach and response regarding human trafficking (Heinrich & Sreeharsha, 2013).

Transition: To solve this issue, I suggest the following...

III. 2nd Main Point: Satisfaction

- A. It is important that we are aware of the signs of human trafficking in our environment, especially here in Houston. When you are aware of a problem and are provided with the knowledge of how to identify one, you can be proactive.
- B. We all can make a difference in other people’s lives, and in our society. Too many people turn their head and look the other way.
 - 1. According to an article entitled “Recognizing the Signs,” written by the Polaris Project (2013), the first step is being able to recognize the signs. To begin with, the victim will not make eye contact and will appear to be depressed, anxious or paranoid. In addition, they will have a lost sense of time and show fear when you bring up law enforcement. Further, signs of physical and/or sexual abuse, physical restraint, confinement, or torture may be obvious.
 - 2. Physical health is also a sign because they lack health care and appear to be malnourished. You may likewise notice that they have few or no personal possessions, do not have control over their money, have no bank account, or even identification documents such as a passport or ID card.

3. Other situations may come to your attention, such as claiming they are just visiting but cannot explain where they are staying. Some will even lack knowledge of their whereabouts, such as what city or state they are in. Moreover, they will have numerous inconsistencies in the story they tell you, simply showing confusion in regards to what to say and what may sound right at that time (Recognizing, 2013).

IV. 3rd Main Point: Visualization

- A. Try to picture in your mind a young girl going to a party or on the internet who meets this so-called “perfect person.” He asks if the two of them can meet up together and start dating. This girl is shy, does not have many friends, and pretty much feels ignored by others. She finds that he is showering her with gifts right away; he is treating her as if she were truly special. The young girl is feeling that he loves her and she has never felt this way before; he is everything to her now. Then one day he gives her a drink; it does not taste so good and she is now starting to feel dizzy; her head is spinning and she passes out. Her prince charming ends up being the devil; he has changed her life forever; this is the end of her fairytale and the beginning of her worst nightmare. He has taken possession of her; her life is now his and he is not going to let her go. She is not coming home because this man is keeping her by threatening her on a daily basis. She is being beaten and he is keeping her drugged, preparing to sell her daily for sex. This is how the world of trafficking starts for many young girls, right at home in a chat room or attending a party. Using the computer or attending a get together is something that parents would think is normal for teens to do; however, they may not be paying quite enough attention to what is really going on, or knowing just how dangerous things are today (Heinrich & Sreeharsha, 2013).
- B. If this crime continues, and we sit back and do nothing about it, the number of victims will rise and another person will be added to the statistics.

V. Conclusion: Call to Action

- A. To sum it up, we celebrated the 150th anniversary of the Emancipation Proclamation last summer. That document put the end to slavery, yet 150 years later we are combating slavery once more. Human trafficking is a modern age form of slavery, and something needs to be done now in regards to this horrific crime. We can all do something about this and make a difference.
 1. I am providing each of you with informational sheets, that I would like you to read. The first one is a comparison chart of primary sex networks in the United States. The second provides a source of help for victims through the National Human Trafficking Resource Center (NHTRC) hotline. The last document provides our community ways by which they can identify individuals that have been sex trafficked, and how they can report it in a confidential manner.
 2. We can take action today in informing others within our community about human trafficking.
 3. Please take the time to post the last document somewhere in a public place so that we can educate others about the horrific crime that is happening in our society today. I have provided pushpins so you can easily post it on a bulletin board around school or any public forum. Now that you have the tools, please use them for the sake of all humankind.
- B. I am going to leave you with a quote from President Obama,

Our fight against human trafficking is one of the great human rights causes of our time, and the United States will continue to lead it—in partnership with you. The change we seek will not come easy, but we can draw strength from the movements of the past. For we know that every life saved—in the words of that great Proclamation—is “an act of justice;” worthy of “the considerate judgment of mankind, and the gracious favor of Almighty God” (Obama, 2012).

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Sex Trafficking Networks | Polaris Project
Comparison Chart of Primary Sex Trafficking Networks in the U.S.

Location of operation	Asian Networks	Latin Networks	Domestic Networks
Trafficker profile	Asian Men (mostly), women (mostly), some Asian men, some Asian women, some Asian men and women	Men (mostly), women (mostly), some men and women	Men (mostly), women (mostly), some men and women
Victim profile	Primarily Asian women	Primarily Latin women	Primarily U.S. citizens and women

Human trafficking is modern-day slavery, and it's happening right here in the United States.

National Human Trafficking Resource Center (NHTRC)

1-888-3737-888

email: NHTRC@PolarisProject.org
TOLL-FREE | 24 Hours/Day, 7 Days/Week
Confidential | Interpreters available

WHO ARE THE VICTIMS?

Victims are forced to provide labor or commercial sex, and can be:

- U.S. citizens or foreign nationals
- Men, women, or children

WHERE DOES HUMAN TRAFFICKING HAPPEN?

Human trafficking can happen in many situations, including in:

- Commercial sex industry (street prostitution, strip clubs, massage parlors, escort services, brothels, internet)
- Factories (industrial, garment, meat/packaging)
- Farms, landscaping, or construction
- Peddling rings, begging rings, or magazine crews
- Private homes (housekeepers, nannies, or service marriages)
- Restaurants, bars, and other service industries (nail or hair salons)

Call to report a potential case, get information or resources, request training or technical assistance, or receive referrals.

FOR MORE INFORMATION: www.TraffickingResourceCenter.org

For full scale color version of handouts and powerpoint presentation please visit: <http://montgomerycac.wordpress.com/robbie-amidei/>

Dillion Police Department

NICOLE DILLION

CRIMINAL JUSTICE 2328 : POLICE SYSTEMS & PRACTICES. *One of the assignments in Police Systems & Practices is for the students to design their own police department. This can be a challenging project because it is most certainly not about what the uniforms will look like or what color the patrol cars will be! Rather, students need to carefully consider recruiting plans, organizational flow charts, policing styles, department policies and procedures, promotional methodology and other such matters. Nicole Dillion drafted a very thoughtful and detailed recruiting plan. I was especially impressed with her outreach to local high schools and colleges and her commitment to recruiting women and minorities in her department. Nicole devised some innovative approaches to achieving these goals.*

-Mark A. Stelter

Do you want a rewarding career working for the Dillion Police Department? Do you have the drive and dedication that a career in law enforcement takes? Take a look at the Qualifications and Requirements below. If you are interested, submit your application to the above address or click on the link and submit online at: www.dillion.police.dept.com.

- I. Minimum Qualifications/Requirements
- II. Recruiting Process
- III. Recruiting Hiring Process/Points System Process for Police Officer's:
- IV. Miscellaneous:

For complete recruiting proposal please visit: <http://montgomerycac.wordpress.com/robbie-amidei/>

Police Ride-Along Report

SCOTT
BELTRAN

CRIMINAL 1301: INTRODUCTION TO CRIMINAL JUSTICE. *Students in my Introduction to Criminal Justice class are given the opportunity to spend a night on patrol with a police officer. These “ride-alongs” are fantastic educational experiences for students who are considering law enforcement as a career. Scott Beltran reported his ride-along experience in a chronological fashion, making notes not only of what happened, but critically analyzing the event. During his time on patrol he analyzed the policing style utilized by the particular agency, the officer’s awareness of street survival issues, the officer’s understanding of due process and civil liberties, and other matters related to policing in America. Finally, at the end of the ride-along Scott interviewed the officer*

–Mark A. Stelter

RIDE ALONG ACTIVITY LOG

2000: CRU Roll Call. Two Sergeants take muster to make sure all officers are present and accounted for. After muster they discuss any intelligence on open cases they’re actively investigating, and then they formulate a strategy to decide what part of town to focus their efforts. One Sergeant and ten deputies take the north half of town, while the other Sergeant and the remaining officers take the south side.

2030 - 2130: Officer Smith and I teamed up with one other unit, and began conducting sweeps of previously identified drug trafficking locations, such as specific low rent motel parking lots, gentleman’s club parking lots, and several cantinas in the area that are well known for drugs and prostitution. During these sweeps, the officers were on alert for any type of suspicious activity, such as loitering, and they approached everyone in the area for at least some brief form of questioning, but almost none were detained or arrested. Officer Smith explained that these sweeps were not always done just to make arrests, but also to establish HPD’s presence in high crime areas and to get the word out that Houston Police are proactively working to stop crime.

2200: We responded to an officer needs assistance call in the 800 block of N. Shepherd Drive. When we arrived at the location there was one other unit on the scene, who already had two African American males and a white female in custody. One male and the female were being detained for possession of crack cocaine, and the other male was being held for a parole violation warrant. After some investigation, and due to statements given by the female in custody, it was determined that there were possibly more drugs located in the suspects’ apartment. The officers asked for, and were granted consent to search the apartment. To be confident that permission was given to search the apartment the officers asked the suspect to sign a “Consent to Search” form, which she did voluntarily. This was witnessed and signed by two other officers. After a quick search of the residence we located a small amount of marijuana (less than a half ounce), a chemical mixing beaker, and a hot plate that appeared to have been used to cook, or make drugs. These items were seized and both suspects were charged with possession of a controlled substance, and possession of marijuana. The female perpetrator was also wanted on a blue warrant for a probation violation. All 3 suspects were transported to the central police station in downtown Houston.

2330: After finishing up at the station we regrouped with two other units who were working on an open investigation on a wanted gang leader. The man was a Hispanic male in his mid twenties wanted for several open felony warrants related to gang violence, such as aggravated assault, and distribution of controlled substance (Cocaine). He was a “Captain” in the “Houstones” street gang. The Officers already had some intelligence on a few local bars in the area that he was known to frequent. The first 2 locations we went to were almost empty, and it was evident from speaking to some employees and few customers that he hadn’t been there that day. The third location we came to was a “gentleman’s” club on Winkler Ave. We were unable to locate anyone in the parking lot so the officers approached the bouncer at the door with a picture of who they were looking for. At first he was a little hesitant to talk with them, but after they let him know that if he lied to them he’d be guilty of hindering an investigation, he became cooperative. We learned that in fact the suspect did frequent the location at least four to five nights a week, and he had in fact been there that night. According to the bouncer he departed the location about 45 minutes

before we arrived. By this time the owner of the club came out to find out what was going on, and the officers explained the situation to him and he was very cooperative. He verified what the bouncer had told them and agreed to call them if and when the suspect returned. (We never heard back from him that night).

0030: We initiated a stop of a black Dodge Charger for the windows being tinted too dark. After making contact with the driver we discovered that the car actually belonged to his girlfriend, who was the passenger. While running the driver's license through the system it was determined that he was wanted out of Louisiana for a felony warrant (possession of a controlled substance), but the warrant stipulated arrest in state only. Officer Smith attempted to contact the agency where the warrant was issued from to determine if they wanted him to make the arrest (He told me normally if it were any other state he wouldn't even make that call, but because Louisiana is so close they sometimes say yes make the arrest and we'll pick him up). While we were waiting for the Louisiana agency to return our phone call, Officer Smith made contact with the passenger, the owner of the vehicle, and got consent to search the car. A search was completed and nothing illegal was found. Because we still hadn't got in touch with a supervisor in Louisiana he took down all of the suspects' current information, and released him.

0100 – 0300: We assisted other units conducting sweeps through multiple bar, and motel parking lots where we were looking for any kind of drug, gang, or prostitution related offenses. Officer Smith and I did not make any arrests during this time, but we did provide support to the other units in CRU on making 2 felony drug cases.

0400: While traveling north bound on I-45 feeder road we came upon a vehicle stopped at a red light in 6500 block of the Gulf Freeway. With our windows rolled up we could still easily hear the vehicle's stereo system playing at a high volume. We initiated a stop of the vehicle for violation of a city noise ordinance. After the vehicle pulled off the road we observed the driver making obvious furtive gestures while reaching toward the passenger seat. Officer Smith made contact with the driver, a Hispanic male, and

noticed that the driver was acting very nervous and appeared to be under the influence of some type of stimulant. Officer Smith removed the driver from the vehicle to investigate further. After speaking to the driver he admitted to Officer Smith that he had been using cocaine, and had a small amount still in the car. At this time the suspect was placed in custody, and we made a search of the vehicle incident to his arrest. Upon searching the vehicle we located a small baggie of white powder that appeared to be cocaine, stuffed between the passenger seat and the center console. Before we left the scene Officer Smith placed a call the District Attorney's office to make sure they would accept charges. The DA did accept the charges and the suspect was charged with Felony Possession of a Controlled Substance, and booked into the central police station.

0530: All of the Officers in the CRU met back at station for an end of shift muster and de-briefing.

RIDE ALONG INTERVIEW

I attended a ride along Saturday night Nov. 24, 2012 with the Crime Reduction Unit, also known as the Gang Taskforce, out of the central police station in the Houston Police Department. I rode along with Officer Mark Smith. We didn't have very much down time during the night, but when we did Officer Smith was gracious enough to answer some questions for me. I asked him questions relating to what we've been studying in my Introduction to Criminal Justice class, and also from the perspective of a possible future recruit, curious as to what I could expect working in a career for HPD.

How long have you been in law enforcement?

I was an MP in the US Army for 4 years and then joined HPD in 2006 for a total of 10 years, and I've loved every minute of it.

When you joined HPD did you start out on the night shift?

No, when you first graduate the academy you're placed on probation period of 6 months, and are assigned to the Field Training Officer Program. There you ride in a patrol car, usually on day shift, with a senior officer for 12-16 weeks.

How many arrests do you make in an average month?

It's hard to say because it varies from month to month. It gets a little slow when the weather starts to get colder. In the month of October I made 32 arrests all for felonies or existing warrants, and mostly for drug offenses.

How much time do you spend filling out paperwork per week?

Only a very few things still have to be physically done with pen and paper. Everything is basically online now so it makes it much quicker and more efficient than it used to be to fill out reports.

Why do you think people in Houston commit crime?

With the nature of the unit that I'm in the majority of the crimes we see are drug related. We charge a lot of people with possession and/or distribution of a controlled substance, but we also work a lot of robberies and burglaries that could be tied back to drugs. Crack cocaine and Crystal Meth being the most commonly found drugs of choice.

Do you think a three strikes policy like they have in California would be effective here in Houston? Do you believe it would lower the crime rate?

Yes, I think it would cut the crime rate dramatically. There have been occasions I have arrested some the same perpetrators 2 or 3 times for the same offenses. It's almost as if they stop caring sometimes, but with the threat of life in prison hanging over them if it happens again, I think some them would change their ways for the better.

In your 6 years experience with HPD have you ever had to use deadly force?

About a year ago my partner and I were searching for a suspect wanted on a felony drug warrant. We went to an adult video store location he was known to frequent. When we arrived a citizen came running out of the store screaming that there was robbery in progress. As we entered the store we observed a young Hispanic male holding a sawed-off shotgun and pointing it at the clerk. As we came into the store and identified ourselves the suspect swung around and fired one shot. Neither of us was struck, and we both returned fire hitting the suspect once in the chest and once in the arm. He survived and was later charged with armed robbery, and a slew of other charges. That was the only time in 6 years I've ever had to fire my gun in the line of duty.

Which policing style best describes HPD's approach?

HPD as a whole is very Community based. We're very supportive of the community doing food drives, blood drives, and charity events all over the city. Officers are encouraged to get to know the community and the people in and around your patrol area. My particular unit however, the CRU takes a very legalistic approach, we do everything by the book. We only work in the evenings and at night, and only in high crime areas so it's inherently more difficult to get to know members of the community, since most people who are out at that time, in those areas are mostly up to no good. When we hit a location that's known to have a high crime rate, or is a hot location for drugs, we will generally stop everyone in the area to talk to them.

With your experience do you think it's possible to prevent most crime?

Well, in the areas that CRU patrols on a regular basis the crime rate definitely goes down, but most of the time it's only temporary. So what we like to do is hit certain areas really hard for a couple of months at a time, and once we feel like we've established our presence there, we'll move on to work different locations for a while. By the time we rotate back to a certain area the crime rate has usually stabilized.

How often do you work with other agencies, Federal, State, or Local?

We work with the ATF on a pretty regular basis since we come across a lot guns. We'll also work with the FBI on occasion, usually to help them track cartel members, or wanted felons. We rarely work with other local agencies, but occasionally we get a courtesy call from the Harris County Sheriffs Department to let us know they'll be working in our area, or to be on the look out for a suspect, or a certain vehicle.

In your 6 years with HPD have you ever had to testify in court?

I've had to testify three times in court, and after the first time I learned from experience to be way more thorough in my investigations, and equally more prepared to be in court. The first time I took the stand the defense attorney drilled me on cross examination about some discrepancies between my report and my partners'. They were minor discrepancies, but he did such a good job of making us out to be liars, or incompetent, that his client was acquitted. Since then I have been extra methodical with the way I conduct my investigations, and when writing reports.

On average how many vehicle searches do you perform in a given week?

Do people usually consent to letting you search?

Again that number varies wildly, but I would say I usually search at least 2 or 3 cars a night. (The night I rode we searched 4 vehicles). It's a little funny because people normally do consent even when they know they're hiding something in their car. If they decide not to consent and I have suspicion that they're hiding something, I can always call a K-9 unit out to assist us. When a K-9 is brought out he'll perform an open air sniff around the vehicle, and if he alerts to the presence of drugs in the car, that would constitute enough probable cause to initiate a search. K-9 units are on call 24-7.

During your time with HPD would you say that the crime rate in Houston, as a whole, is going up or down?

During my tenure I feel like it's remained almost the same. I'm arresting about the same number of people now as when I first started.

**Court
Observation
Report**

SARAH
ELLSWORTH

CRIMINAL JUSTICE 1301: INTRODUCTION TO CRIMINAL JUSTICE. *One of the assignments in my Introduction to Criminal Justice class is for students to attend an actual court proceeding and make a detailed report on their observations. The students are not merely to report what happened, but to make a critical analysis and assessment of what they observed in the "real world" courtroom with what they have been taught in class. Sarah Ellsworth's paper exemplifies this mission. While observing a prostitution trial, she makes astute comments on the role of the judge, the prosecutor, the defense attorney, and the witnesses. She critically analyzes what each participant in the trial did and assessed what they did well, and what mistakes they made. Further, she reaches some conclusions about the nature of the criminal justice system as seen through this trial.*

-Mark A. Stelter

On Monday, November 6th, I went to the State Jail Impact Court in the Harris County Criminal Court Building. I observed a felony prostitution trial in front of Judge Brian Rains. The prosecuting attorney was Tim Ballengee and the defense attorney was James Dyer.

The trial began with the entrance of the jurors. After they were settled, the judge addressed the assembled jury pool. This was unexpected as the book we are using in class mentioned nothing about judges addressing the jurors prior to *voir dire*. Judge Rains mentioned basic juror requirements, such as speaking fluent English, being open-minded while listening to the case, and, most importantly, being able to follow the law in reaching a verdict. The judge then instructed the jurors that if the defendant chose not to testify, it could not be held against her and that she could be found guilty based solely on the testimony of one witness. The judge then moved on to explain how a defendant with three prior misdemeanors can be charged with a felony and asked if any of the jurors would have trouble convicting someone of prostitution as a felony. He spoke to the jury pool for over five minutes asking their opinions and trying to see if they had any prejudices that would affect their ability to impartially hear the case. This seemed unusual to me because I assumed that questioning the jurors about their opinions was something only attorneys did.

Following what seemed to be the judge's *voir dire*, the prosecutor was given the opportunity to address the jury pool. He had prepared a PowerPoint presentation that was largely unnecessary because the information had already been covered by the judge. He did detail the prosecution's burden of proof which, in this case, was to prove that the defendant intended to commit the crime, not that she actually committed the crime. When the prosecution discussed prostitution as a felony charge, many of the jurors expressed reservations about such a seemingly minor crime resulting in felony charges and the associated prison time. Some concerns were rooted in different cultural upbringings, and others simply viewed prostitution as, at worst, a trivial societal problem. The judge responded to these doubts about the wisdom of treating prostitution as a felony by asking accusatory questions, such as, "If you were on the jury, are you saying that you couldn't or wouldn't follow the law?" Anyone with views that might affect their impartiality had to assert to the judge in open court that they would break the law for their bias before there would be grounds for removal from the jury. His questions put those who were unsure on the spot and pressured them to overlook their moral qualms about the case even if they might affect their ability to be impartial. The judge's determination to keep the jury pool as large as possible caused many people's biases to be ignored.

Next to speak was the defense attorney, who sought to emphasize that his client was a citizen, like the jurors. He began his *voir dire* by polling the jurors on their opinion of the police. He asked them if they either A) respected the police and would give them an advantage in testimony or B) if they would treat their testimony the same as anyone else's testimony. The judge objected to this question and told the defense attorney to either rephrase the question or move on to another subject. The defense attorney then requested that the jurors tell him what they looked for in a credible witness. In response to one juror's answer, the defense attorney proposed a hypothetical situation to see if he could sway the juror's opinion. The prosecution objected because the hypothetical situation was too similar to the case in question, and the judge sustained this objection. Later, the judge cut the defense attorney off when he went over his time allotment. I was surprised at the annoyance displayed by the judge following the defense attorney's various objectionable questions during his *voir dire* and the way

the defense attorney ran over his time allotment. I had assumed that the judge would serve as an emotionless decision-maker between the two sides of the case, yet our judge displayed increasing annoyance with the defense's side and no emotion at all towards the prosecution.

Following the *voir dire*, the prosecutor called his first witness, J. Babineaux, the undercover police officer who arrested the defendant. The initial questions were designed to establish the witness's experience as a police officer and his credibility. The police officer then described how he saw the defendant acting suspiciously and then he honked at her. She responded by waving him into a parking lot where she approached the window of his car and asked him what he wanted. He replied that he wanted sex. She told him it would be \$50 and to meet her around the back of the store. He then left the scene, and one of the other officers picked the defendant up for prostitution.

Following the prosecutor's questions was the defense attorney's cross-examination. In order to shift the blame for the encounter onto the police officer, he emphasized that the witness initiated the encounter by honking at the defendant. If the police officer had not honked at her, this never would have happened—therefore, it was his fault. Recalling that the juror's requirements for a credible witness included honesty, he accused the witness of lying to the defendant when he pretended to be a "good sport" and told her he wanted sex. He stated that, since nothing actually happened between the defendant and the witness, there was no crime committed. When the prosecution began to object to this line of questioning because legally prostitution is not only the act of prostitution but also the intent to commit prostitution, the defense moved on to a different topic. He began to question why the police officer did not have a radio or a recording device. After he badgered the witness for quite some time, the judge told him that he was being argumentative and needed to move on to a different line of questioning.

I was perplexed by the prosecution's decision to not question the witness further to help rehabilitate his credibility after the defense's cross-examination. He could have offered questions about whether they normally arrest people for intent or actual sexual intercourse, whether or not they normally have radios, and how much the radios actually cost. If you purchased the radios, what would they have to sacrifice—bulletproof vests?

Do prostitutes or their customers normally initiate contact? Why wouldn't the prostitutes want to flag cars down? These seemed like good questions that would provide more background to counteract the defense attorney's arguments that the cop was at fault because he started the encounter and that if he was doing undercover work, he should have had a radio.

Since the officer was the only witness for the prosecution, the defense attorney then called the defendant to the stand. This was unexpected because after talking with the prosecutor, I knew the defendant had an extensive criminal record. She was not prepared to take the stand and appeared very nervous and uncomfortable testifying. The initial questions were designed to put forth her view of the events that took place prior to her arrest. The jury seemed very receptive and open to listening to her side of the story. They were leaning forward with an open posture. Following her recounting of events, the prosecutor cross-examined the defendant. He began by bringing up her extensive criminal record in an effort to smear her character. As his questions continued, the jury became less open and started leaning away from her as the defendant became increasingly uncomfortable and started looking down and away from them and the prosecutor. Judging by the juror's body language, the prosecution's strategy of attacking her credibility by bringing forward her past criminal record appeared to work. In an effort to downplay this and put the defendant at ease, the defense attorney began to ask the defendant about whether she had testified before. The judge, however, objected to this line of questioning because it was irrelevant and instructed him to move on to another line of questioning.

The defense attorney's closing statement was part fact and part fiction. He misstated part of the police officer's testimony in order to present a better case for his client. He pointed out the many advantages given to the prosecution when trying a criminal case, and in doing so made the defense's task seem impossible. He compared this case with television crime shows that have so much real solid evidence; whereas, this case doesn't have anything except one witness's testimony. Should the jurors really find his client guilty based on one person's testimony? What if the person involved in the case was their mother, daughter, or sister, wouldn't they want there to be more evidence? The defense's closing statement appealed to what the jurors thought they knew about the law from television shows and their emotional ties, asking them to place themselves or their loved ones in the

defendant's place. His closing statement was designed not to appeal to their reason or logic but rather to their emotions.

The prosecutor's closing statement was logical and well thought out but lacked the emotional pull of the defense attorney's statement. He pointed out the defendant's numerous prior convictions and how she lied on the stand, contrasting her with the police officer, who was honest and a credible witness. Some of the things he chose not to reiterate though baffled me. He did not mention that the legal system allows a person to be convicted based on the testimony of one person. Following the defense's closing statement, it seemed like a point that should be made. He also didn't mention anything about how real life is not like television crime shows. There isn't always that much evidence or an eyewitness waiting to testify. Since they didn't have any legal backing, the prosecutor could have easily combatted these misconceptions.

When it came to my expectations for the trial, I was surprised by the active role the judge played. The judge objected more than once to things that happened in the trial that he felt were not in accordance with the law. I had assumed that the objections were primarily the responsibility of the attorneys involved in the case, and that if they didn't raise the objection, it was waived.

I underestimated the true power of the individual jurors. They each sit and watch the same trial, but their views are colored by personal biases and experiences that affect how they will make their decision. Our textbook stated that a "case has been won or lost when a jury has been sworn in" and that did seem to be the case in the trial I watched. The defendant was charged with felony prostitution, but in the jury that was selected, there were three men who had expressed a reluctance to even classify prostitution as a crime, much less as a felony offense deserving jail time. Two jurors displayed signs of hostility towards the police, which normally is a result of negative interactions with police officers in the past. Unfortunately, in a case where the prosecution's only witness is an undercover police officer, these negative biases can be a serious challenge for the prosecution. When sent back to deliberate, the jury quickly came back with a verdict of not guilty on the charge of felony prostitution. The jurors had an enormous amount of power, and their personal views strongly colored their decision in the case. The prosecutor made efforts to keep the most biased jurors off the jury,

but his power to cut these jurors was limited by the judge's heavy-handed techniques, which, while they kept the jury pool large, did not necessarily keep it unbiased.

From my experience observing the prostitution trial, I have a better understanding of the power of the jury, the unpredictability of judges, and the different methods that attorneys use to appeal to the jurors. These all combine to affect the outcome in a trial, and all it takes is one misstep to affect the outcome of the case.

Creation of a Police Department

CAIT DERR,
WILLIAM HENDERSON,
JENNIFER MILLS,
SARAH MORALES,
BECKY RAMIREZ

CRIMINAL JUSTICE 2328 : POLICE SYSTEMS & PRACTICES. *One of the projects for Police Systems & Practices is for students to design their own police departments. This entails the students individually creating their own organizational flow charts, their own recruiting procedures, their own promotional procedures, and their own patrol procedures. Then they get together in groups to make ONE department out of many different plans that they had previously created individually. The purpose of this assignment is not only to get them to think about recruiting, organization, promotional, and patrol procedures for police agencies, but to get them to work together to come up with a single departmental vision from all these various individual plans. Real police departments are not built by one individual, fun as that may be for that individual, but by committees and groups of people with diverse and varying interests who must make compromises. Cait Derr, William Henderson, Jennifer Mills, and Becky Ramirez began with very different and contradictory plans for their departments, but worked hard to create one unified department. This is their PowerPoint demonstration.*

-Mark A. Stelter

POLICE DEPARTMENT FOR OUR CITY
Cait Derr, William Henderson, Jennifer Mills,
Sarah Morales & Becky Ramirez

For complete color powerpoint presentation please visit:
<http://montgomerycac.wordpress.com/cait-derr/>

Our focus
To reduce crime, protect the unprotected, and take down the armed

Grupo Corpo Critique

ELIZABETH
DRAKE-THOMAS

DANCE 2303: LIVE DANCE PERFORMANCE CRITIQUE.
Elizabeth's critique is an excellent example of an organized, honest, detailed, intelligent reaction as a witness of live dance performance. The detail and eloquence with which she writes serves as a worthy testimony to the critical analysis of Grupo Corpo's presentation. Her vivid descriptions clearly illustrate the dance for her reader, allowing him/her to envision the dance as it occurred. She also incorporates background information to substantiate her statements. Elizabeth addresses the most important aspects of the dance: choreography, lighting, music, costuming, and props. She is able to assimilate these elements into a universal theme and meaning for the dance. She successfully analyzes the elements as she witnessed them and is able to personally engage in the performance (and thus, her writing) to give the dance life and poignancy as she experienced it.

–Tiffany R. Nirider

 In the evening of Thursday March 14, 2013, twenty dancers of the Brazilian dance company Grupo Corpo (Body Group) performed their visionary contemporary piece *Sem Mim* (Without Me) in Wortham Center's Cullen Theatre. Grupo Corpo's production featured their trademark of innovative theatrical language and choreography with classical and contemporary Brazilian dance styles. My attention was engaged by this powerful and fresh aesthetic experience which has continued to resonate with me, further intensifying my understanding and appreciation of dance.

The company's captivating performance took place on a partially shadowed proscenium stage, which gave the audience a bird's eye perspective. Through the transitions of multiple levels and floor arrangements, the dancers at times filled and emptied the floor like waves ebbing and flowing. Dancers appeared in solos and duos and small and large ensembles, fleetingly configuring and dissipating on and off the stage, illusive to the untrained eye. The performers' costuming was minimal and natural owed to the specifically dyed and meticulously knitted unitards made to match the skin tone and figure of each individual dancer. The animal hide resembling unitards,

represented the nude state of one covered only with ancient tribal tattoos. The relationship between movement technique and music accompaniment was marked by the blending of contradictory musical beats like staccato and legato with Portuguese, Irish, and African cultural dance influences.

These cross-cultural inspirations helped to compose and establish the choreographer's style and intent. Rodrigo Pederneiras, choreographer of *Sem Mim*, learned to dance on the streets which defined his choreography where dynamics and balance have more meaning than the actual movement. His language of dance is highlighted by the mirrored partnering and repetitive bending and snapping of the torso. Pederneiras arranged a dance atmosphere that abruptly tossed between dynamics of calm and fury and made a separation of masculine and feminine. This reinforced the emotive theme of the sea of Vigo carrying away and bringing back the male friend and lover to the female equivalent. The passionate and athletic dancers vividly danced life into the motions, to the point that one could sense the sorrow and joy of the women.

Sem Mim was an outstanding contemporary ballet enhanced with choreographic elements like its artistically skilled dancers, subdued lighting, simple yet provocative costumes, and medieval musical accompaniment to the originality of the movement itself. Like many, I usually have difficulty articulating my personal feelings between why I may or may not like something, but this piece proved to be an exception. Through the manipulation of the aesthetic qualities, I believe that Pederneiras made his point; he honored the male and female harmony and duality to create balance. I came to the conclusion that movement is inherent in all humans, making them dancers, and dance pieces are their life experiences put to music, where the nuances of the music bind the dancer and music into one.

Just as with life experiences, not all parts of dance are easily understood and accepted due to their unconventionality or bluntness. Rodrigo Pederneiras's choreography explores and draws on these aesthetic feelings and experiences, inducing them to be perceived. In the one vignette, a gossamer sheet descended over the *pas de deux* catching the dancers as if they were caught in a fishing net. This specific dance segment I found to be the most poignant through the utilization of seamless and effortless movement and dramatic tone that commanded one's attention. Grupo Corpo troupe's invigorating take on contemporary ballet with their inimitable accent has snared me as a true admirer.

Popchips

LUCY FANG

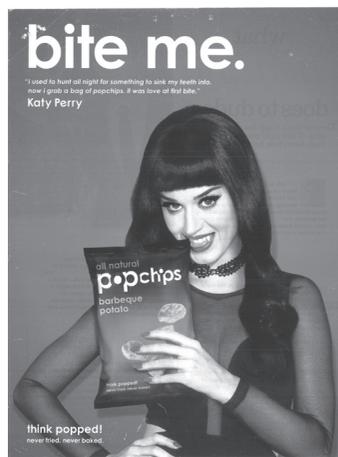
ENGLISH 1301 : COMPOSITION AND RHETORIC 1.

Visual rhetoric can be defined as the persuasive power an advertizing company holds over a consumer. In English 1301, my students study the rhetorical elements used by companies to manipulate consumers into purchasing their products by analyzing a print advertisement according to its rhetorical effects and addressing the implications for our society. In Lucy Fang's ad analysis of popchips, she cleverly analyzes the rhetorical techniques and strategies employed by "popchips," as well as the use of a pop icon to sell the product. She also superbly addresses the implications on society and popular culture, and admonishes the reader to be cognizant of the way advertizing companies use these tricks to appeal to our hopes, dreams, and desires with the purpose of getting our purchase.

-Kim Athans

Over the last thirty years, the obesity rate for teenagers, age twelve to nineteen, has doubled due to the swell of junk food and fast food advertising. This alarming increase has created a nationwide stir for healthy foods that has caused snack food companies to stress the natural and nutritious benefits of their products in advertisements. One such product is "popchips," a new brand of potato chips, which uses celebrities and psychological strategies to encourage weight-watchers to buy its products. The rhetorical effects of popchips advertisements appeal to the "health-conscious" by creating the impression that these chips are natural, healthy, and delicious.

When looking at the advertisement for popchips, the viewer's eyes are immediately drawn to the face of the well-known singer



For full scale color version of ad please visit:
<http://montgomerycc.wordpress.com/lucy-fang/>

and songwriter Katy Perry. The use of the pop star Katy Perry to represent the snack emphasizes the message that these chips are natural and exhorts health-conscious people to purchase them. Perry is known for her "clean eating," which involves consuming foods in their natural forms, like raw vegetables, fresh fruits, whole grains, and lean meats. In other words, it is an eating regime that consists of avoiding foods that contain artificial ingredients or that have been refined, grown using pesticides, or bred with hormones and antibiotics. The addition of popchips to Perry's "clean" diet implies that they must be unprocessed and nutritious. The advertisement is persuading viewers that they can eat a bag of popchips and still lead healthy lifestyles. This strategy is successful because most people in today's society, regardless of age or ethnicity, are insecure about their weight and are willing to pay extra money for a healthier product. Therefore, pairing potato chips, a traditionally unhealthy food, with such a healthy eater engenders other figure-watchers to indulge in this little snack. By having Katy Perry promote its product, the popchips company convinces viewers of its advertisements that its treats are not artificial, but rather, organic and natural.

Katy Perry is also the ideal representative for popchips because she is a popular pop star. The repetition of the word "pop" in the chip's brand name, Perry's profession, and her level of success connects the two previously unrelated objects. It creates a bridge in the viewer's mind from a bag of chips in fancy packaging to a famous pop icon to a healthy eater to a nutritious snack. Through the clever rhetorical effect of name recognition, potential buyers will be able to recognize popchips with the clean eater and pop icon Katy Perry, and be more willing to buy the product.

Popchips also uses literary devices in the advertisement's copy to appeal to the viewer's experiences and anticipation for the yearly celebration of Halloween. The bold statement at the top of the advertisement, "bite me," is an attention grabber because it is an unusual demand to find in a magazine. It commands people to literally bite into a popchip and also alludes to vampires, preternatural beings that are often related to Halloween. This allusion suggests that people should crave popchips like vampires yearn for blood. This word sparks the viewers' curiosity and inspire them to carefully analyze the rest of the ad. The quote beneath this command, "I used to hunt all night for something to sink my teeth into. Now I grab a bag of popchips, it was love at first bite," employs several double entendres.

The word “hunt” and the phrase “sink my teeth into” are used to describe Perry’s former cravings for a snack that was both healthy and delicious. This anecdote makes the advertisement more relatable and personal because most viewers have endured the agonizing search for the perfect midnight snack. These words hook the reader in because now they want to discover the solution to this problem. By confessing “it was love at first bite,” Perry reveals that eating popchips is the ideal way to put an end to those fruitless hunts. These words and phrases also refer to the blood-sucking monsters of Halloween. The agency of this allusion is to remind viewers to purchase a bag of popchips while shopping for candy to give to trick-or-treaters. The advertisement’s use of double entendres and puns encourages its health-conscious viewers to replace unhealthy Halloween treats with naturally popped popchips.

Another technique that the advertisement employs is the use of the color red. The blood-red background immediately catches the viewer’s interest because its boldness stands out from the dull, white pages of a typical magazine. It demands attention. It forces magazine readers to flip to the ad and wonder what kind of product deserves such audacious publicity. In addition to its intensity, the color red has been proven to stimulate appetite, which is ideal for an advertisement marketing snacks. The purpose of the red is to induce hunger and persuade viewers to appease that hunger with a bag of popchips.

In addition, the accessories and props in this image are the compositional features that tie this advertisement together. The bag of popchips that Katy Perry is holding showcases the product and mimics the red background and the color on her nails. The repetition of the color red makes viewers hungry and more inclined to try a popchip. In the advertisement, Perry is seen biting the corner of this bag of chips with razor-sharp fangs. These photoshopped teeth are symbols of vampires which appeal to the enthusiastic Halloween lovers. The choker that Perry has on resembles a spider web and draws the viewer’s eyes down towards the popchips and her dress. Perry’s dress is black with a plunging neckline and cutout sides that show off her healthy frame. Figure-watchers who see this ad will be reassured that they will not gain weight if they eat these organic and unprocessed potato chips. The purpose of the compositional features in this ad is to combine and emphasize the agencies of the color, copy, and pop icon.

In this memorable popchips advertisement, the potato chip company uses a pop icon in order to create name recognition for the brand and appeal to the health-conscious people in the community. Weight watchers who admire Katy Perry’s slim figure and “clean eating” will be eager to try these chips because they are natural and contain less fat. A bag of popchips is also the perfect midnight snack and the healthy alternative to processed Halloween candy. Through the rhetorical techniques in its advertisement, the popchips company encourages all members of society to follow healthy eating habits and consume natural foods, like popchips.

**Quail in
Rose Petal
Sauce:
Passion
on a
Plate**

PENNY
WATSON

ENGLISH 2341: FOOD AND FEASTING IN LITERATURE, ART AND FILM. *In her culinary novel, Like Water for Chocolate, Laura Esquivel begins each chapter with a particular recipe that figures in the development of plot, theme and character. In her extended journal entry on chapter three, Penny interprets the significance of the recipe in light of how she understands the relation between the recipe's ingredients, how they are prepared and what happens and why in the chapter. She offers the reader a "close-reading" of the relation between part and whole in the novel, which is a hallmark of this kind of detailed literary analysis. The strength of this writing is not merely whether the critic persuades the reader that she/he is "right," but the attention to detail. The strongest analysis is often the one in which the critic marshals the most textual detail to advance a position.*

—Ron Heckelman

Tita has been born, raised, and prepared in the kitchen; she symbolizes food. She has been forced by her mother to keep her emotions under iron control. However, there are moments in the novel when these emotions burst forth. These moments are illustrated with a recipe, that when prepared, becomes a metaphoric reflection of Tita's emotions. Cooking, after all, is the only method Tita has to express her deepest feelings. The recipe for Quail in Rose Petal Sauce, as incorporated in Chapter 3 of *Like Water for Chocolate*, is one of these moments.

When Pedro gives her a beautiful bouquet of roses she clutches them tightly to her chest. The thorns dig in drawing her blood and staining the roses, "which had been mostly pink... [to red] from the blood that was flowing from Tita's hands and breasts" (48). Her essence has bleed into the flowers and now permeates them. She is unable to just throw them away. She loves them for their beauty and as a symbol of the love Pedro feels for her. With the mingling of her blood in them, they become part of her. Instinctively she turns to food. It is natural for her to seek solace and find solutions to her problems in food. Food is her nature. She reluctantly gathers the quail; it will be hard for her to kill them as she has "cared for them for so long" (49). Killing does not come easily for Tita. She does not

use enough force at first and fails to kill the first quail, leaving it running around the kitchen maimed. She realizes "that you can't be weak when it comes to killing; you have to be strong or it just causes more sorrow" (49). This horrifies her, because in not killing the quail quickly, she is torturing it, just as Mama Elena has been torturing her. Tita is being killed day by day by being denied both her freedom, and her love for Pedro. "Pedro and Rosaura's marriage had left Tita broken in both heart and mind like the quail" (49).

However, the roses had become filled with all the passionate love that Tita felt for Pedro. Each person who tasted the dish experienced something different. Pedro savored every mouthful as he tasted his forbidden Tita through this dish. Rosaura was made sick from Tita's passion. An ironic twist, since the quail sauce is made from roses, and Rosaura's name comes from the word "rose." It is as if Rosaura has made herself sick by just being who she is! Yet, it is Gertrudis who has the most profound reaction. The sexuality that has been turned up, in both her and Tita, cannot be bound any longer. Tita's lustful feelings bled into the meal, and this erotic act was consummated with Pedro through food. Poor Gertrudis felt it all. The ember of desire ignites within her, burning too hot to be ignored. She breaks free of Mama Elena and the societal confines that bind her in propriety, by joining with the captain of Pancho Villa's men, thrusting her naked form in front of him and joining him on his horse. Gertrudis had become "inflamed by" (60) Tita and Pedro's love. The smell of roses, and the essence of their love, remained at the scene forever. To commemorate the occasion and her sister's freedom, Tita prepares the dish every year.

At the end of the dinner all that remained was one solitary chili in walnut sauce, a tempting item that no one dares take, just as Pedro does not dare to take Tita in the manner that they both wish. Tita is likened to the last chile, for "within it lies the secret of love, but it will never be penetrated" (58). Tita knows she has Pedro's love, but at this point in the story they have not consummated the relationship. She fears that she will be plagued with her virginal status forever and never taste the physical side of love. Until that day, Tita must pour forth her emotions into her cooking, waiting for that day at the end of the story when their passion burns so brightly that it not only symbolically consumes them both, but also magically everything around them at the ranch.

Punish the Deed Not the Breed

SARAH
PAIGE
HICKEY

ENGLISH 1301 : COMPOSITION AND RHETORIC

I. Sarah has written a strong example of an editorial opinion piece employing the Rogerian strategy of formal persuasion. The Rogerian strategy moves a writer's thesis (a claim about the world with which the audience disagrees) from the beginning of an argument to the end. In place of an opening thesis statement, the writer must, instead, establish points of agreement with the adversarial audience in order to create a relationship of credibility and trust. Only then should the writer shape the argument using claims with which the audience is more and more likely to disagree. The movement from agreement to disagreement is to be complemented, in Rogerian style, by a relatively quiet and deliberate voice which avoids soap box passion and preaching. Ms. Hickey's path from agreement to disagreement has been well-crafted; her Rogerian voice is excellent as well—even when she employs personal anecdote to support her case.

—Robert Reichle

When we think about dogs, the phrase “a man’s best friend” is probably one of the first things that comes to mind. Dogs of all breeds have been domesticated into households all over the world as far back as ancient Egypt, and the reasons for it are pretty obvious. Dogs seem to love us more than they love themselves, they greet us with wagging tails and smiles from ear to ear when we walk through the front door after a long day (or even after a brief visit to the store), and they never seem to fail at cheering us up when we’re down.

Regardless of how much our dogs may be a part of our family, the truth of the matter is that before they were house pets, they were wild animals. They have evolved from wolves, which nature designed to hunt and kill. As long as humans have had dogs—even the domesticated ones—there have been people bitten by dogs.

Some dogs never bite or lash out at anyone or anything their entire lives, and others do. Some can’t be around small children or babies without playing too rough with them; some are ill-tempered, where a scratch or pat in the wrong place will cause them to snap at your hand (Chihuahuas

are notorious!). Lots of things can cause this: the breeding of the dog; the individual dog’s personality; the environment in which the dog lives; and maybe, especially, the dog’s owner, which opens the door to possible neglect and abuse.

Of the hundreds of dog breeds, the top three for high bite risk, in order, are Pomeranians, German Shepherds, and American Staffordshire Terriers (more commonly known as pit bulls). Of these three breeds, it’s the last which seems to grab the listener’s attention more than others.

Several counties in different states all over America have passed the Breed Restriction Legislation, a bill that makes owning a pit bull illegal. A similar bill is up for passing in Montgomery County. The conflict arises when we realize that out of three dog breeds with the highest bite risk, only one is scrutinized. If the bill is passed in any state, pit bull owners will be faced with the options of moving to a different state or county, surrendering their dog to animal control, or handing the dog over to be euthanized.

Let’s be accurate: pit bulls are capable of killing or critically injuring a person because of their muscular stature and powerful jaw, easily dismembering or maiming anyone it attacks. There are numerous media reports of pit bull attacks in countless states in America that people see every day. In fact, pit bull attacks are reported through the media more than any other breed of dog. What is curious, however, is that we rarely see the numerous reports of Labrador retriever or Pomeranian bites. When a person thinks of being bitten by a Shitsu or an Italian greyhound, it isn’t a very scary picture to paint. So when these small dogs bite people, there is little chance that the victim would make any kind of report. Size is not the issue here, because regardless of whether the dog punctured skin or not, the dog is still aggressive. When pit bulls bite, they are more than likely to break skin, even tearing muscle or breaking bone. So the situation turns into an issue of size, not aggression. The issue of dog attacks should be looked at in a black and white perspective, and since it isn’t, the media scrutinizes an entire breed. The media, then, is not reporting objectively, and the pit bull breed is being saddled with an all-encompassing, subjectively motivated label: Vicious.

On Monday, October 9th, 2000, a six-week-old baby girl was mauled to death by the family dog. When someone reads that in the Los Angeles Times, it wouldn’t be unlikely for their mind to jump to the conclusion that

it was a pit bull that killed her. On Thursday, August 6th, 2012 a masked person was apprehended after robbing a convenience store. They were seen driving away from the scene in a red Cadillac de Ville with chrome wheels. The robber reportedly stole five 40-ounce liquor drinks, a box of Swisher Sweet cigarillos, and a lighter. When someone reads that in the Houston Chronicle, it would be likely for their mind to jump to a stereotypical conclusion: that it may have been a minority who robbed the store. Well, it was a sixteen-pound Pomeranian that killed that little girl, and it was a middle aged Caucasian female that robbed that convenience store. Comparing these two stories isn't as outlandish as some would think. When crimes are committed, we make educated guesses based on experience about who may have committed them. The same thing happens when we hear about dog attacks: since all pit bulls are labeled violent by the media, we assume they are the perpetrators. Again, let's be accurate rather than media biased. No two humans are the same, and no two dogs are the same. The dogs that attack people are usually stray, untrained, or neglected. Some dog owners are uneducated about their animals, and that can be lethal.

I have two pit bulls, Zeus and Bonnie. I've had Bonnie since she was born. She is mild-tempered, lets anyone hold and pet her, and she is 120 pounds of solid muscle. To a stranger, she is undoubtedly frightening to look at. I've trained Bonnie since she was a puppy, given her food and shelter and have never hit her, and the result is an unconditionally loving dog. Although Bonnie has the personality of a kitten, I still walk her on a choke collar, for the simple fact that she is stronger and faster than I am, and if something were to happen that would make her lash out, I could have control.

I rescued my male pit bull, Zeus, from the animal control shelter. He, along with seven other pit bulls, was discovered in a dilapidated shed in south Houston, injured and starving. It was apparent that they had been used in the illegal sport of dog fighting. Zeus was extremely aggressive and deemed unadoptable. I brought him home from death row and worked on his aggression every day for a year. Since then, Zeus has improved significantly. He won't bite me, but he is extremely aggressive towards men and other dogs. I have to put him in a different part of my home when my friends come over to box on the weekends, because I know that he will attack anyone that seems to be hurting me.

I am fully aware of these aggressions, and I have adapted his life to them. I work with Zeus on his aggression and trust with humans any time I have the chance. I would be lying if I thought that his aggression will dissipate completely, but in no way does that mean he is a lost cause. If I can show him what a normal dog-human relationship is supposed to look like, then I will never stop trying.

When we walk, Zeus is led by two choke collars and an industrial strength leash. When people approach us to pet him, I inform them that Zeus is not comfortable with other people or dogs. I practice these precautions because I am aware of the repercussions if I don't. Zeus was born to kill other dogs, starved and held down by chains twice his weight to ignite his aggression. It was all he knew, like countless other pit bulls, and I didn't feel right about letting him be euthanized because the only time he was praised by his owners was when he was fighting. He simply thought he was doing the right thing.

Once again, no two dogs are alike. Once again, dogs that bite people or other animals should be punished accordingly, but punishing a whole breed because of the behavior of particular dogs is unjust. Once again, one has to wonder who the media has fallen into stereotyping—and racial stereotyping no less, a kind of stereotyping which usually turns the media's stomach.

I believe that this bill threatens the justice of innocent pit bulls along with any other breed that is punished unjustly. Any breed of dog that bites a human should be reprimanded, but dogs that don't bite should not have to suffer the consequences of the guilty. It should be noted that a large fraction of feral pit bulls are reported or rescued from inner cities and projects across America. A large percentage of crime and violence happens in these places as well. If politicians would take a look at the type of people that own these dogs, maybe it would make more sense why they are so aggressive. A significant percentage of homes with pit bulls are in lower income areas, which brings us back to the fact that more crime takes place in these areas. If these people had more knowledge of their breed of dog, perhaps they may be able to adapt their home and the way they take care of their dog accordingly.

I believe that when this law applies to the dogs that have owners, it comes down to the owner not knowing the dog's abilities to hurt another person, or the dog's bite inhibition. If a person does not take the time to

realize that their animal is aggressive, then the person should face criminal charges. When a person does not respond to the personal needs and requirements of their dog, they may not be able to control their animal and accidents can happen. It is critical that a person know their dog's behavior, habits, and boundaries, and it's wrong to blame the breed if the owner is irresponsible.

April 10th, 2009. A woman is dragged out of her home and beaten in the street in Holland, Michigan by her estranged husband, Steven Schumacher. A neighbor's pit bull saw the events unfolding from across the street, and darted out from his house. Two-year-old Blitz ran to the aid of the woman, and thankfully, scared Schumacher away long enough for the woman to run to the neighbor's home until police arrived.

Pit bulls are said to be protective of their owners at any cost, and this story is a true example. We, as owners, should, in return, be protective of the breed. Faulty misguided legislation fails to do that.

Katabasis in Inception

STEFANO
BALLESTEROS

ENGLISH 2332: WORLD LITERATURE I. *In this paper, Stefano explores the notion of hero as archetype. Stefano uses Odysseus's descent into the underworld as a touchstone for his exploration of Christopher Nolan's Inception. Instead of relying on Campbell's monomyth to discuss the two characters as archetype, which had been a part of class discussion in reference to the epic, Stefano begins to construct his own explanation of the hero archetype through the comparison. His essay is a traditional critical analysis, which relies on the use of details taken from a close reading to create a coherent, unified interpretation of a literary work.*

—David Zimmermann

In Homer's *Odyssey*, Odysseus is a man who is trying to find his way back to his family. The story is a parallel to Christopher Nolan's *Inception*, both Dominic Cobb's and Odysseus's journey will lead them from a battle against the gods into a decent through the underworld in search of a way back home. Both epic heroes find themselves in need of venturing into the underworld. In *Inception*, Limbo mirrors *The Odyssey's* underworld. After Cobb's team is attacked in the dream, Eames asks, "So what happens when we die?" Cobb replies, "We drop into Limbo." It is described as a place of "unconstructed dream space" with nothing in it. As the Greek underworld, Limbo is the fate of any person who dies in the dream world.

Reality in both stories represents home. For Odysseus it is Ithaca, where Penelope is waiting for him after the ten years of the siege of Troy. For Cobb it is America, where his children, James and Phillipa are waiting for him. Both characters are exiled from their reality because they have opposed the great powers that preside over their lives. In their journey they seek a way to appease those powers. Odysseus is unable to return home having angered the gods. He blinds Polyphemus, causing the rage of Poseidon, the Cyclops father. This is a parallel to Cobb's situation, who has angered the greater authority of his world. He is accused of the murder of his wife, Mal. When Ariadne asks why he can't go home, he explains: "... they think I killed her." He is exiled because of her death. Both men have committed a

crime that has exiled them from reality. Cobb is unable to return to America because in the eyes of the government he is a murderer and a fugitive, as Odysseus' sea voyage to Ithaca is thwarted by Poseidon for the pain he has caused Polyphemus, "Thou seek'st a pleasant voyage home again, / renown'd Odysseus! But a God will make / That voyage difficult; for, as I judge, / Thou wilt not pass by Poseidon unperciv'd, / Whose anger follows thee" (Lines 119-23). In this parallel, the God of the sea plays a parallel role to the American Government; an untouchable power over Odysseus's life, standing between him and his family. Both men undergo a journey to find their way home. Both are capable of doing anything to accomplish that goal. When confronted by his team about his reckless tactics and extreme means, Cobb explains, "I need to go home. That's all I care about right now."

During their journey, both Cobb and Odysseus find someone who can help them find the way home. Saito, the CEO of an international corporation, a very powerful man in his own right, offers a way to help Cobb get back to his family. He is a man powerful enough to stand against the gods of civilization and give Cobb a way back home. In exchange, Saito requires one last job from Cobb, one only he can perform. "I think I found a way home," Cobb tells his father-in-law, "It's a job for some very, very powerful people who I believe can fix my charges permanently." Odysseus also finds a man who can aid him, the only problem being that he is dead. Tiresias was in life a renowned prophet and sage, now Odysseus travels to the underworld in search of his help. He performs a ritual to summon the shades of the dead and talk to the seer who reveals a way to appease the gods, so Odysseus can find his way home. "[At Thrinacea] shall ye find grazing the flocks and herds / Of the all-seeing and all-hearing Sun, / Which, if attentive to thy safe return, / Thou leave unharm'd, though after num'rous woes, / Ye may at length arrive in Ithica" (131-5). In his last job, Cobb is forced to venture into the underworld, as Saito dies from his wounds in the dream world and his mind is trapped in Limbo. Cobb goes to the underworld and as Odysseus, faces his demons to find the man who knows the way back home.

Both epic heroes venture willingly into the underworld. There they come face to face with loss and guilt. After years of being haunted by the memory of his dead wife, Cobb finally confronts her in Limbo. "I feel guilt, Mal. No matter what I do, no...no matter how hopeless I am, no matter

how confused, that guilt is always there reminding of the truth. That the idea that caused you to question your reality came from me." She is the embodiment of his guilt and regret. Mal died of the broken heartedness she felt over the loss of her children. She believed that being trapped in the dream world, her children were waiting for her. That idea pushed her to commit suicide. Just as a mother's solitude caused Mal's death, Odysseus mother, Anticlea, died over the loss of her son. When she sees Odysseus in the underworld, she explains the reason for her untimely death: "But long regret, tender solicitude, / and recollection of thy kindness past, / These, my Odysseus! Fatal proved to me" (241-3). With this news, Odysseus realizes Penelope is now alone, with suitors ready to take his throne. He is faced by the guilt of leaving his family and home to go fight in the Trojan War. In the same way Cobb's children are alone because of the death of their mother. Regardless of Mal trying to convince him to stay, Cobb feels the urgency to get back to James and Phillipa: "I have to get back to our children because you left them. Because you left us." Cobb finally confronts his projection of Mal; he confesses planting the idea that drove her to kill herself, but acknowledges the life they had together and finally lets her go: "I can't imagine you with all your complexity, all your perfection, all your imperfection. Look at you. You're just a shade; you're just a shade of my real wife. You're the best my mind could do, but I'm sorry. You're just not good enough." At that moment, Mal lets him go. Cobb has achieved a catharsis; his guilt is purged. Both women free the travelers from the lure of the underworld. Odysseus mourns his mother but is unable to hold her one last time, "thrice I sprang toward her, by desire impetuous urged, / and thrice she flitted from between my arms, / Light as a passing shadow or a dream" (245-8). When Odysseus fails to hold his mother, he cries in desperation: "Hath Persephone, alas! / Only dispatch'd a shade to me, to augment my woe?" (255-6). For Odysseus this represents the woes of the land of the dead. For Cobb, this means closure as he lets go of his guilt. By coming face to face with the shades, both epic heroes have experienced the loss and grief over their beloved women.

Both Cobb and Odysseus are in a quest to find their way back to reality. That journey has been thwarted by a supreme power that prevents them from reaching home. Both men angered those powers by causing a crime in the eyes of the authority over their lives. Their search leads them to the

underworld in search of the man who is able to show them the way back to reality. Yet, it is the women who free them from Limbo by imparting a sense of urgency. These parallel stories narrate the journey of two epic heroes who have been exiled from reality and venture into the underworld to find the way back home.

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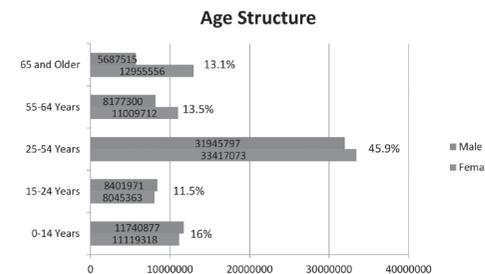
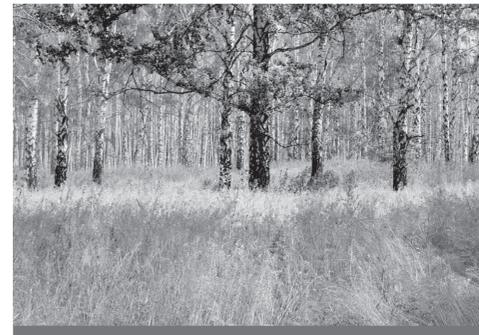
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**Russia:
Spring 2013
Financial
Report**

SAMUEL
CARMODY

GEOGRAPHY 1303 : WORLD GEOGRAPHY. Sam Carmody examines the physical geography, demographics, economy and political structure of the Russian Federation using online data from the CIA World Factbook. In turn, he compiles the data to help an investment firm client determine if this country would be worthy of a sizable investment using the T. Rowe Price Emerging Europe (TREM) stock fund. Sam tracked the performance of the fund for two months and identified which were the major stocks that comprised the fund.

-Gary Brown



For complete report and color graphics please visit:
<http://montgomerycac.wordpress.com/samuel-carmody/>

Activism and Change: The Search of W.E.B. Dubois and Booker T. Washington for Civil Rights

LISA DUNCAN

HISTORY 1302: U.S. HISTORY SINCE 1877. *Comparison essays are common in history courses. Lisa Duncan contrasts the competing positions of Black leaders during the late 19th and early 20th centuries, Booker T. Washington and W.E.B. DuBois. Lisa knew which essay she had to finish in the time that remained after the multiple choice portion of test.*

Lisa prepared before test day. During her private study time, she looked at Livingston's essay rubric and extracted information from the course study guide and text that would give the question ample coverage and analysis. Lisa then practiced writing the essay. She wrote the body first. After, she generated an introduction and thesis statement. She memorized the practice essay's key points before coming to class for the test. It took 40 minutes to write.

In an in-class essay there is no time to revise so I do not expect perfection. However, Lisa writes in typical essay format. For example, she locates her thesis in the last sentence of the first paragraph. The rest of the essay compares the hopes and expectations of the two Black leaders. In her conclusion, Lisa posits that conflict has sometimes been the means of realizing the American promise of civil rights.

—Craig Livingston

Life for African Americans did not improve much after the Civil War. With the ratification of the Thirteenth, Fourteenth, and Fifteenth amendments, slavery was abolished nationally, all Blacks were given citizenship, and Black males were granted the right to vote. However, Blacks were not treated as equals. In the 1870s, many of the ex-Confederates returned to power. A few Blacks migrated to the North and West. Those who remained in the South soon had their right to vote taken away by clauses added to the state constitutions. Blacks could not meet the literacy or property qualifications nor pay the poll taxes that were required to vote. Also, the grandfather clauses that allowed white men to vote despite not meeting these qualifications excluded Black men. The Supreme Court upheld the unequal treatment of Blacks. In *Williams v. Mississippi* (1898), the Supreme Court declared that the disenfranchisement

clauses were constitutional. In the 1896 case of *Plessy v. Ferguson*, the Supreme Court ruled that the Jim Crow laws were allowable as long as the separate facilities for Blacks were equal to those for whites. Violence against African-Americans was also high. In 1900, 214 Blacks were lynched and at least 1,000 Blacks were hanged between 1901 and 1914. Dismayed by the social conditions in the South, activists came together to improve the lives of African Americans. Two prominent leaders at this time who wanted to remove the discrimination and prejudice against Blacks were Booker T. Washington and W.E.B. DuBois. W.E.B. DuBois would later show to be on the “right side of history” when the leaders of the modern civil rights movement followed his model of conflict resolution and activism instead of Booker T. Washington’s theory of consensus and “accommodation” to change race relations in the American society.

Booker T. Washington was an African American leader and educator who founded the Tuskegee Institute in Alabama in 1881. During his speech at the Atlanta Exposition in 1895, Washington proposed his idea of “accommodation” as the best way to deal with white supremacy and racism in the South. He advocated that Blacks be educated in the industrial and agricultural sciences at trade schools like the Tuskegee Institute. As the best farmers and mechanics, the white man would seek out these trained Black men for their services and pay them well. The Black community should temporarily accept segregation and inequality in exchange for white support of Black education and business. According to Washington, Blacks would become more self-sufficient through vocational education and by being passive toward any political or legal actions to improve their socioeconomic status. Over time, whites would treat these educated businessmen as their equals.

While many Blacks supported Washington’s theory of Black inclusion into the current social and economic order, others disagreed with him. These dissenters believed that “accommodation” would put Blacks at a permanent, second-class status. These critics also believed that this theory would not work with the current methods of production. With the introduction of the assembly line, unskilled laborers were needed more than skilled mechanics. Additionally, discrimination in the South prevented Blacks from obtaining factory jobs. Therefore, vocational training for Blacks would be useless.

The leading critic against Booker T. Washington was W.E.B. DuBois. As the first African American to receive a doctorate from Harvard University, DuBois was a professor at Atlanta University, a historian, and a civil rights activist. He was one of the members of the Niagara movement and a founding officer of the National Association for the Advancement of Colored People (NAACP). He was also the editor of *The Crisis*, a magazine published by the NAACP.

Like Washington, DuBois believed in education for Blacks as the path to equality and a better life. However, he strongly advocated for Blacks to receive a classical, liberal arts education. Through their college training, Blacks would become effective leaders by learning how to think and how to give rousing speeches that would persuade people to fight against inequality. As a result, Blacks could advance their civil rights through political and legal action as civic leaders, politicians, lawyers, and theologians. DuBois was not interested in maintaining segregation so that Blacks would later be accepted into society. He wanted the social conditions to change at the present moment.

Riots against the Black community strongly illustrated the failures of “accommodation.” Angered by rumors of Black assaults on whites, white mobs rioted through Black neighborhoods, destroying their property and taking their lives. During an attack on a Black community in Springfield, Illinois in 1908, a white mob lynched two innocent Black men due to the late arrival of the state militia. Events like these convinced many Black activists that Washington’s theory of “accommodation” was not going to work. In 1905, many of these activists, including W.E.B. DuBois, met at Niagara Falls to establish a new plan. The goals of the Niagara movement were to regain the right to vote, abolish segregation, and further advance the civil rights of African Americans.

White reformers who heard of the Springfield riot joined with the members of the Niagara movement to further improve the social and economic conditions of African Americans. Many of them worked together to form the NAACP, an organization committed to fighting against racial discrimination and prejudice. Members of the NAACP protested the lynching, riots, and other abuses against Black citizens with the publication of *The Crisis*. The Legal Redress Committee initiated lawsuits against city and state governments for violating the constitutional rights of Blacks. The

lawyers of the NAACP won their first cases in 1915 when the Supreme Court ruled that the grandfather clauses used by the states of Oklahoma and Maryland to be unconstitutional. Over the years and to this day, the NAACP would follow in DuBois’ footsteps and take more political and legal actions to advance Black civil rights.

Both Booker T. Washington and W.E.B. DuBois were prominent Black activists who presented two very different approaches to advance the rights of Blacks during the early 20th century. Washington was a realist with his passive theory of “accommodation.” He remained faithful to this plan and never abandoned his dream that America would one day redeem itself. On the other hand, DuBois believed progress could only be made through the political and legal activism of educated Black leaders. Despite the successes of the NAACP, DuBois lost his faith and died in Ghana in August 1963, believing America was too racist to change. Ironically, he died just days before Martin Luther King’s “I have a dream speech.” Comparing the views of these activists generates the question of whether American has progressed through conflict or consensus. W.E.B. DuBois appears to be on the “right side of history.” Securing the rights for African Americans, women, and workers occurred through the use of active and physical strikes, protests, and demonstrations. Blacks finally received equal rights as whites when Dr. Martin Luther King, Jr. (educated in the manner urged by DuBois) followed in the footsteps of W.E.B. DuBois. If Dr. King had followed Booker T. Washington, Americans would probably be living in quite a different society than what they are living in now. History has shown that conflict is a definite, but not necessarily a fast or peaceful way, for America to change and move forward.

**Houston
Museum
of Natural
Science:
Human
Evolution
Exhibit**

LINDA
LAWLESS

HUMANITIES 1301 : INTRODUCTION TO HUMANITIES I.
Linda's clear and direct writing style serves to underscore both the honesty of her questions and her openness to potential answers. She includes a truly necessary, but often ignored, touchstone in the examination of Humanities resources: personal engagement. Throughout the HUMA1301 class students are asked to approach artistic images and human artifacts by referring to three of the questions addressed by the humanistic disciplines: "What are we?" "How did we get here?" and "What's the point?" During her in-person encounter with fossil remains of some human forebears, Linda asked herself the questions. She took in the science and reflected upon religion, and then open-mindedly sought to balance the paleontology she faced and the theology she was raised with. Her assertion of faith, but with questions, puts her in the company of the earnest philosophers and theologians from across human history. This is both the struggle and the reward of the humanities.

-James Lee

One question mankind has asked, probably for as long as we have existed, is "What are we?" I was struck by this age-old question when I saw an exhibit in the Morian Hall of Paleontology at the Houston Museum of Natural Science. It was entitled Human Evolution. One of the displays was called "Human Origins: Our Story." In a display case were twenty-one "human" skulls. They ranged from the *Australopithecus afarensis*, "which lived roughly four to three million years ago and is our most ancient ancestor" (*Au. afarensis*) to *Homo habilis*, then to the modern-day human. The plaque beside the display stated "Africa is the cradle of mankind because the oldest known fossil remains of human ancestors came from Africa. Genetic data also points to Africa having been the ancestral homeland to all modern people" (Human Origins). It was amazing to see all of these wildly different skulls. There was such an enormous difference in size and characteristics from the oldest skull to the modern skull (fig. 1.). There were some that even seemed misshapen, such as the *Sahelanthropus tchadensis* and the *Paranthropus robustus*. There

were some with very-pronounced ridges on the brow bone like the *Homo neandertalensis*; some with very large eye sockets like the *Homo rudolfensis*, and others with very differing nasal cavities like the male and female of the *Paranthropus boisei*. It is amazing to think that human species went through all of these changes to make us the human beings that we are today.

After taking this class I have started to question my beliefs as a Christian. I was taught to not question things as presented in The Bible because all we need to know had been written there. The idea is to add nothing to The Bible and to take nothing from it. Previously, I would have passed by this exhibit without giving it a second thought, much less a second glance, because I believed that



Fig. 1: 'Human Origins: Our Story'
Houston Natural History Museum
Photo: Linda Lawless

God made man in His own image and those who spent their time trying to find another way to say that we came to be here were unbelievers in God and were, thus, trying to disprove His existence. Now I think that there can be other ways of finding answers that can satisfy both Christians and scientists alike. Who is to say that God did not either put fossils on the Earth that did not really ever live or that the seven days of creation did not actually take more than seven days? "But do not forget this one thing, dear friends: With the Lord a day is like a thousand years, and a thousand years are like a day" (2 Peter 3:8).

I chose this exhibit as the subject for this paper because of my growing understanding of our human fascination with who we are and how we got here. As stated in the beginning of Fiero's *The Humanistic Tradition*:
"The first chapters in the history of human life are often regarded as the most challenging. They present us with a

gigantic puzzle that requires scientists and historians to piece together various fragments of information, most of which, like buried treasure, have been dug out of the earth. Reassembled, they reveal the progress of humankind from its earliest beginnings; they track a record of the genetic and behavioral adaptation of human beings to their natural (and often hostile) surroundings” (Fiero 2).

This exhibit is a visual representation of what these scientists and historians have spent many years piecing together to answer these questions.

The exhibit was fairly well done. There were many displays with fossilized remains of skeletal parts and items that these beings had used. One depicted a skull with information telling patrons that “*Homo habilis* was bipedal, a maker of crude stone tools and endowed with a brain about half the size of that of a modern human” (Handy Man). *Homo habilis* lived roughly two and one-half to one and one-half million years ago. A *Homo neandertalensis* skull was also displayed; they lived about five-hundred thousand to twenty-eight thousand years ago. “Neanderthals are our closest extinct human relative. Their range extended from Western Europe into Siberia and into present-day Israel” (Human/Neander). Neanderthals seem to have had an impressive physique. They made and used a diverse set of tools, controlled fire, lived in shelters, made and wore clothing, ate plant foods, and even occasionally made symbolic or ornamental objects. Neanderthals buried their dead and sometimes even marked their graves with flowers. There were also displays of different types of arrowheads from different eras showing the marked progression of the development of the inventiveness of the human brain.

One of the most eye-catching displays was in the middle of the Human Evolution exhibit. It was the skeleton of a woolly mammoth. On one side of the mammoth was a human skeleton with a spear pointed at the mammoth. On the other side of the mammoth, up near the end of one tusk, was another human skeleton suspended in the air as if it had been thrown by the tusk of the mammoth (fig. 2.). It was eye-catching because of the sheer size of the beast and the seeming lack of fear that the humans must have had to take on such a ferocious and scary animal. I would have liked for there to have been more displays within the Human Evolution exhibit. I feel that would give more in-depth information on this subject.

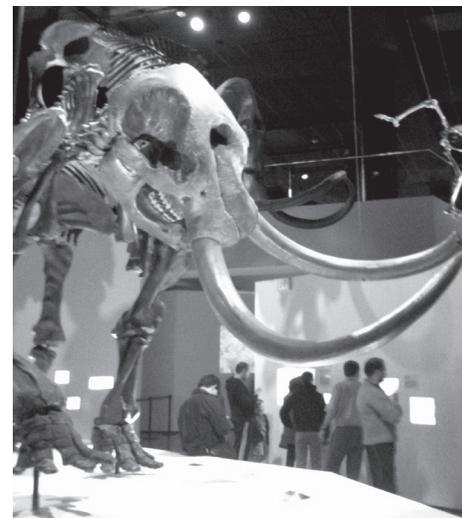


Fig. 2: Woolly Mammoth and Human Skeleton
Houston Natural History Museum
Photo: Linda Lawless

Overall, however, it was a fairly good presentation.

I also viewed the display of dinosaur skeletons and was impressed with those. There was a wide variety of dinosaurs on display as well as other now-extinct animals including a giant sloth and a megalodon shark. It is amazing to think that all of these enormous and strange-looking beings roamed the earth so many years ago. I certainly would not have wanted to live back then!

I can easily say that the Morian Hall of Paleontology is the best exhibit the Natural

History Museum has on display right now. It does have a very small Egypt exhibit with a real mummy and other Egyptian artifacts, including a cat mummy and a hawk mummy. I had no idea, until I saw that exhibit, that Egyptians mummified even their animals. There will be a larger Egypt exhibition presented in May and I will definitely go to see it.

I cannot say that the exhibit answered either question “How did we get here?” or “What’s the point?” but, it definitely answered the question, “What are we?” We humans are an amazing product of millions of years of brain, skeletal and muscular development as shown in this exhibit. Along with this class, this exhibit has made me realize that I need to be more open-minded about a lot of things and look at them in a way I would not have before.

I have become a more rounded, better-informed and more educated person since I have been in this class. It has been fascinating to learn about different cultures, religions and art. I had no idea, before taking this class, the differences and similarities among many religions. For example, I did not realize there were other religions with rebirth myths similar to what Christians believe. Also, it is likely that many Christian beliefs and practices were partly adapted from one or more of the previous religions.

I am not sure now if I truly believe all that I was taught earlier on these subjects. At the same time I am not yet ready to discount them either. This class made me want to look at this exhibit and tackle the challenge of making human evolution the subject of this writing project. Before, I probably would have chosen to be on the safe side and pick a “strictly research” topic for a writing assignment.

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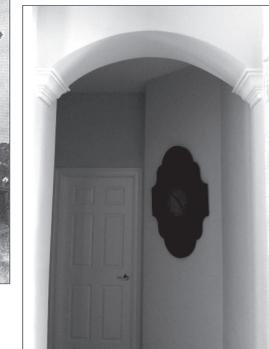
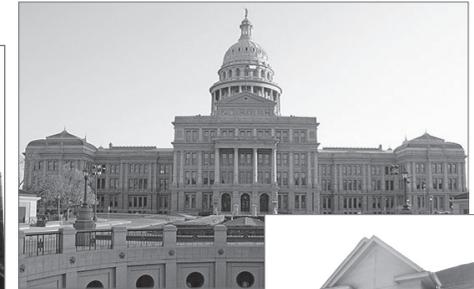
Greco-Roman Architectural Influences in America

COLLIN EDWARDS

HUMANITIES 1301 : CROSS-CULTURAL COMPARISON.

In this research project document and excerpts from his power point presentation, Collin Edwards presents the continuing presence in modern and regional examples of the Greco-Roman architectural styles. As a student interested in pursuing a degree in architectural technologies, he crafts his research into material useful not only to him personally but also to others in the class who had expressed similar interests. Here he illustrates his materials with photographs that he himself took as well as grounding his examples in textbook illustrations, known and studied within the course.

—Adele Yung



For complete research project and color photos please visit:
<http://montgomerycac.wordpress.com/collin-edwards/>

Freedom is Freedom No Matter The Culture

V. ALICE SMITH

HUMANITIES 1302 : INTRODUCTION TO HUMANITIES

II. In this research project document, V. Alice Smith demonstrates a successful comparison of two sculptures across two cultures and two time periods through examination of and research into Edmonia Lewis' *Forever Free*, an 1867 statue of a slave and loved one, and Luis Jiménez 1989 sculpture, *Border Crossing*. Both works of art contain two figures, one presented in polished marble, the other in fiberglass with a urethane finish. As an online student, she uses library resources and databases at her fingertips as well as vocabulary and terms from her studies in this course.

—Adele Yung

Captivity was reality for many people throughout American history. Whether a person was captive to his or her cultural chains or to the physical chains placed upon them by another person, captivity brought a harsh realization that life was unfair. Edmonia Lewis and Luis Jimenez were artists that took their experiences and created timeless reminders of freedom. Luis Jimenez's sculpture, entitled *Border Crossing*, evokes a feeling of hardship and celebration. Not unlike the artist's own life, the sculpture depicts a Hispanic family crossing the river to change their life for, what they hope to be, the better. Edmonia Lewis, like Jimenez, celebrated freedom with a sculpture. Lewis sculpted a celebrated piece, entitled *Forever Free*, in 1867. This piece was created to celebrate the Thirteenth Amendment of the Constitution that outlawed slavery. Lewis was the daughter of two cultures; her father was African American and her mother was Chippewa Indian. Both of these cultures shared harsh circumstances in early America. Lewis knew what freedom was worth and passionately portrays that feeling in *Forever Free*.

Edmonia Lewis was born in 1843 to an African American father and a Native American mother from the Chippewa Tribe. In the article, "Herstory" by Yolanda Retter, Lewis is described as "the first major sculptor of Black American and Native American heritage" (Retter). Both of her parents died when Lewis was a young child. After the death of her parents, she resided primarily with her mother's tribe. Within the Indian tribe she

was known only as "Wildfire." It was not until she began her education at Oberlin College that her name was recorded as Mary Edmonia Lewis. Although this is the name she used in college, she rarely used it in her artistry or letters. Lewis was fortunate enough to have a successful brother. "He supported her at Oberlin College in Ohio, a major abolitionist center at the time," states *Sculpture* magazine (*New Crisis* 62). Her brother paid for her education at Oberlin College for three years. The article by Marilyn Richardson, entitled "Edmonia Lewis at McGrawville: The Early Education of a Nineteenth-Century Black Woman Artist," describes Oberlin College as "an institution fostered by abolitionists, black and white, who recognized that integrated education was a key element in the struggle to end slavery in the south and obtain civil and human rights for blacks in the north" (Richardson 240).

Lewis struggled socially at college. At one point she was beaten for allegedly poisoning other students. She was cleared of the poisoning charges but failed to get her degree due to unsubstantiated theft accusations at Oberlin the following year. Richardson stated that "Lewis was a sensitive, talented, and resourceful young black woman, at a formative period of her life, living, working, and studying in the bosom of a coeducational abolitionist community" (Richardson 249). Richardson also says that Lewis was "described in one account as caring less for classical education than for political and social reform" (Richardson 249). After leaving Oberlin, Lewis pursued drawing and sculpture in Boston until 1865.

In 1865, she travelled to Rome to continue her artistic education. A famous actress and patron of women artists named Charlotte Cushman welcomed Lewis to Rome with open arms. While in Rome, "Lewis soon became known for her skill and technique of direct marble" (Herstory). Lewis has been described as many things but there was no disputing her remarkable talent. Some people question her recollection of her childhood, while others assert that she was lesbian. All of the titles or definitions put on her never diminished the amount of talent she had in the art world. Her artistry is described as "a fresh approach to the idealism of neoclassical sculpture tradition, injecting timely yet universal human rights issues and developing a more emotional, naturalistic style than her contemporaries" (*New Crisis* 62). Lewis traveled back to America frequently to show and sell her artistic works but always returned to her home in Rome. Edmonia

Lewis died in Rome in 1911. Not much is known about her later life or the circumstances surrounding her death. Art historian David Driskol is quoted as saying, “When I think about Edmonia Lewis and her legacy, I think... here was a brave and courageous person who did not let race, did not let gender, or anything like that stand in her way” (*New Crisis* 62). He goes on to say, “We are talking about somebody who is just out of slavery...and who pursued her goals and insisted upon being part of the period and part of that movement, and she...fits now brightly into history” (*New Crisis* 62).

In 1867, Edmonia Lewis sculpted her landmark sculpture entitled *Forever Free*. It stands at forty and a half inches and yet it has the metaphorical stature of a giant. Lewis created *Forever Free* to celebrate the Thirteenth Amendment of the constitution also known as the Emancipation Proclamation. Made of white marble, the sculpture is of a male slave standing with his arms raised in victory, free from the broken chains of slavery still dangling around his wrists. The broken chains dangling from his wrists signify the struggle that is yet to come. At his feet is a female slave kneeling and giving thanks, through prayer, for their freedom. On her left ankle are the remains of her chains, again signifying the struggle yet to come. Under the foot of the male slave is a ball. This ball would have been connected to his chain to keep him from going too far or moving too quickly as to avoid capture. This ball represents the slave’s victory over oppression. The details in the faces of the sculpture are very human-like. The observer can see the feeling of celebration, relief, and rejoice on their faces. It evokes a feeling of relief and panic. *Forever Free* became a symbol for not only the end of the Civil War and slavery but also the struggles that African Americans still had to face. Although the sculpture was created and finished in Rome, it depicts a very real American scene. This piece is held by the Howard University Gallery of Art in Washington, D.C.

Like Edmonia Lewis, Luis Jimenez was a child of prejudice and oppression. Jimenez was born in 1940 to a father who had crossed into America from Mexico illegally with Jimenez’s grandmother. Luis’ father and grandmother came to America in 1924. They crossed the border into El Paso, Texas. His father did not actually gain legal American citizenship until after Jimenez was born. Luis Jimenez came from a family rich in artistry. Jimenez’s Father, Luis Sr, was “also an artist frustrated by poverty” (Santiago / Fuss). Luis, Sr., “Won a national art contest in the 1930’s”

(Santiago / Fuss). After gaining citizenship, Luis, Sr. opened a sign shop in El Paso. At the age of six, Jimenez began helping his father at work. This was the start of his appreciation and apprenticeship into art. He completed high school and went to college at the University Of Texas in Austin, Texas and Ciudad Universitaria in Mexico City, Mexico.

Upon completion of college, Jimenez decided it was time for a change and moved to New York in 1966. He was repeatedly turned down for gallery showings, until one day, a prominent New York art gallery gave him a chance. He gained notoriety and financial stability in New York, yet something was missing. So in 1972, Jimenez returned to his native roots in El Paso, Texas. He says that he “realized I was reaching what I thought was a very limited audience—the gallery and museum world.... It’s not like having your work out in public. And I wanted to move out in public” (Ennis).

Jimenez chose a different type of material to create his sculptures. His sculptures are made from fiberglass painted with acrylic urethane. Jimenez would construct a steel outline and then he formed his sculpture’s mold with clay. He insisted on applying the clay himself. Fiberglass is then applied in layers on the inside of the mold. This is to build up each section of the sculpture. Jimenez then sands it and begins to paint. With a spray gun, he then applies layers of acrylic urethane, the same paint they use on jet planes. This gives his pieces a luster. Jimenez’s “sculptures... are steeped with the iconography of the Southwest and the U.S. border with Mexico” (Dingmann 58). In the article, “Luis Jimenez,” by Michael Ennis, the author says that “Jimenez’s high-gloss, urethane coated fiberglass monuments have challenged his audiences to take a fresh look at their history and myths” (Ennis 112). His work is thought to reflect the imagery of Michelangelo, the Greeks and the Romans (Santiago / Fuss).

Jimenez’s artistic career has not been without some controversy. One sculpture, entitled the *Vaquero*, created much debate because the Hispanic cowboy portrayed in the sculpture had a gun. Jimenez says, “They wanted to know why he had a gun.... No one ever wondered why George Washington had a gun. But I guess a Mexican with a gun is dangerous” (Dingman 57). The origin of Jimenez’s inspiration has always been apparent. The artist’s sculptures have been critically and at times reluctantly accepted throughout America. In the article, “Luis Jimenez’s

Outdoor Sculptures Slow Traffic Down,” Chiori Santiago and Eduardo Fuss say that “a good deal of Jimenez’s visual language is pure Segundo Barrio, with references to Cholos’ tattoos, plaster saints, black velvet paintings of fantastic beasts and wanton women” (Santiago / Fuss).

Luis Jimenez was an educator as well as an artist. He taught spring courses at the University of Houston in Houston, Texas. Jimenez became an inspiration to Hispanics wanting to become artists. Benito Huerta is quoted as saying, “For him to be a Chicano or Latino... having a one-person show at the Contemporary Arts Museum in Houston, that made him a role model for a lot of other Latino artists” (Dingmann 58). It is said that Jimenez shows “us the true faces of the west—and rewriting nineteenth century western mythology for a twenty first century audience” (Ennis). Luis Jimenez died in 2006. He was a champion of the common man and an advocate for the down-trodden.

In 1989, Jimenez created one of his signature sculptures entitled *Border Crossing*. The totem-like sculpture measures over ten feet tall. *Border Crossing* is dedicated to Jimenez’s father who came to America from Mexico illegally. The brightly-colored sculpture is of a Hispanic man crossing the border between Mexico and the United States. In the sculpture the man is carrying a Hispanic woman on his shoulders. The Hispanic woman is holding an infant in her arms. She is covering it, trying to protect it from the elements. *Border Crossing* depicts the struggle of Mexicans trying to get to a better life. This particular sculpture has movement. It signifies the movement of immigrants in search of a different, secure, and better life. Art patrons can easily see the struggle and the determination on the faces in this sculpture. This sculpture gives hope and inspiration to all those coming to America in search of something more. *Border Crossing* “Immortalizes the immigrants who nightly wade the Rio Grande towards it’s north bank” (Santiago / Fuss).

Lewis and Jimenez were artists who gave a voice to those who did not have one. Their sculptures brought an awareness of the reality of their struggles and the struggles of those like them. Both artists were embroiled in inequality and oppression; Lewis, because she was an African American and Jimenez because he was a Hispanic born in a racially charged Texas environment. Lewis and Jimenez helped many people have a little bit of hope and faith that a future was, for the first time, possible. *Border Crossing*

and *Forever Free* both represent a change in struggles and a new-found hope. These two artists were advocates for every human that has ever had to struggle and who persevered through difficult times in their lives. We are all immigrants of a situation or a lifestyle. We all struggled and came from somewhere to get to where we are now.

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The Tissue Bell Mystery

ADRIANA MORON

MATH 2414 : CALCULUS II. *One of the most important elements in learning applications of calculus is visualization. This paper is Adriana's Honor Project research paper in which all three styles of teaching and learning have been considered; although, tactile (kinesthetic) is the focus of the project. One of the most important applications of calculus is finding the volume of revolution where graph of a function is revolved around one of the coordinate axis to create a three dimensional object. Then, integration is used to find the volume of that object. Adriana uses a tissue bell for her project. She projected the collapsed (half) tissue bell on a Cartesian coordinate system to find a set of ordered pairs matching the graph. Using technology, namely, a graphing calculator, she finds the solutions of the systems of equations created by these ordered pairs to find the coefficients of polynomials representing curves of tissue bells. Using integration, she finds the volume of revolved curves, and finally, by adding/subtracting these volumes, as needed, she finishes the project.*

-Habib Y. Far

INTRODUCTION

As calculus is studied, it demonstrates how the antiderivative (integration) of a function is used to compute the area under a curve and the volume of three dimensional objects created by revolving the graph of a function around the coordinate axes.

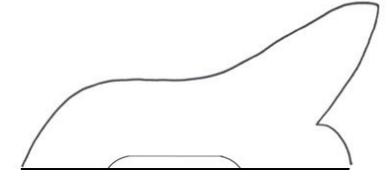
This paper is focused on applications of definite integrals, more specifically, to find the volume of a tissue bell, commonly found in any decoration store. For this, the guidelines and restrictions of the Disk/Washer Method around the x-axis will be used and followed. This application will show how integration can be used in real life to find the volume of any object, as long as we can match a function(s) to its curve(s). In order to be successful in this project, it is necessary to find the equations that describe the shape of the tissue bell in the Cartesian plane. Then, using these formulas, the volume of the three dimensional tissue bell will be found using integration. Using this method, it is possible to find the volume of not only simple but complex objects.

FINDING THE VOLUME

The figure we have chosen is a tissue bell, which is commonly found in any decoration store. To get the volume of this object, the equations that create its shape on the Cartesian plane need to be found.



Three Dimensional Tissue Bell

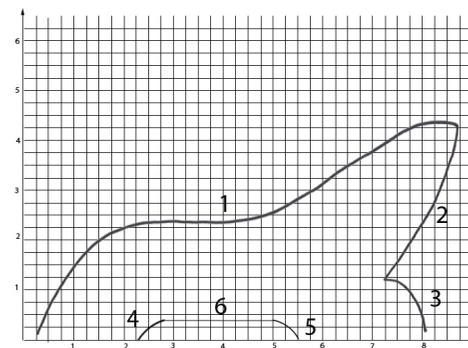


Unopened Tissue Bell in Two Dimensions

While trying to look for the equations, a graph of the two dimensional shape will identify the points of this shape within the Cartesian plane. In addition, to have a real world number for the volume, these points are going to be given in inches.

Once the figure is traced and graphed, a table is created and filled with as many points as possible. The more points are detected, the more precise the equations will be. In this case, to come out with a precise equation, we are going to divide the figure into four areas with six separate equations.

The first equation has a domain of $[0.122\text{inch}, 8.4\text{inch}]$ and a range of $[0i, 5\text{inch}]$. This equation will represent the #1 piece. For this equation, we want to get a fourth degree polynomial.



X	Y
.122	0
.25	.4
.5	1
1	1.87
2	2.25
3	2.4
4	2.59
5	2.7
6	3.25
7	4.06
7.25	4.25
8	4.69
8.31	4.125

The second equation has a domain of [6.94inch, 8.31inch] and a range of [1.125inch, 3.75inch]. This equation will represent the #2 piece. In this case, we want the equation to be a third degree polynomial.

X	Y
6.94	1.125
7	1.3125
7.25	1.625
7.5	2.1
7.75	2.5
8	3
8.25	3.75
8.31	4.125

The third equation has a domain of [6.94in, 7.625in] and a range of [.25in, 1.125in]. This equation will represent the #3 piece, which it is a quarter of a circle. Therefore, we used the circle formula. For that, we have: $r=1.65$ inc and the center is at (6.5, 0.)

X	Y
6.94	1.125
7.25	.95
7.5	.65
7.625	.25

The last three equations are used to find the volume of the empty space in the middle of the tissue bell.

To find equations 1 and 2, we have used TI-84 Texas Instruments graphing calculator capabilities to solve two systems of linear equations, using the ordered pairs already chosen for each equation. The ordered pairs for each equation have been entered into TI-84. By solving the system of equations we have the coefficients of a polynomial equation with sufficient degree for each one of those curves. For the first equation, we will need to enter five ordered pairs in the calculator to get a fourth degree equation. For the second equation, we would need to enter four ordered pairs to get a third degree equation. For the third equation, we do not need to use the calculator because we need to the equation of a circle, but it is important to have the center and radius of the circle.

To find the volume of the empty space, we apply the following: Since the two corners of this empty space are each quarter of a circle, we use the circle formula, and for the horizontal line that connects the two quarter circles, we use y-coordinate of a point on that line as its equation.

With these characteristics for every equation, we get the following:

$$Y_1 = -.01073x^4 + .1976x^3 - 1.1848x^2 + 2.8998x - .1228$$

$$Y_2 = 1.1079x^3 - 24.5994x^2 + 183.5131x - 457.9573$$

$$Y_3 = \sqrt{1.5625 - (x - 6.5)^2}$$

$$Y_4 = \sqrt{0.375^2 - (x - 2.625)^2}$$

$$Y_5 = \sqrt{0.375^2 - (x - 5.125)^2}$$

$$Y_6 = 0.375$$

Now that the equations are found, the next step is to calculate the volume of the tissue bell in cubic inches. The volume will be found using the Disk/ Washer method around the x-axis, which says the following:

Let $f(x)$ and $g(x)$ be continuous functions with $f(x) \geq g(x) \geq 0$ on $[a, b]$. Let R be the region bounded by $y = f(x)$, $y = g(x)$, and the lines $x = a$ and $x = b$. When R is revolved around the x -axis, the volume of the resulting solid of revolution is:

$$V = \int_a^b \pi (f(x)^2 - g(x)^2) dx$$

In our case the total volume $V_T = V_1 - V_2 - V_3 - V_4 - V_5 - V_6$ where V_1, V_2, V_4, V_5, V_6 are volumes generated by Y_1, Y_2, Y_4, Y_5, Y_6 over their respective domain, and V_3 is volume generated by the region bounded by Y_2 and Y_3 on the interval $[7, 7.5]$.

$$V_1 = \int_0^{8.4} \pi (Y_1)^2 dx$$

$$V_2 = \int_0^{8.4} \pi (-.01073x^1 + .1976x^3 - 1.1848x^2 + 2.8998x)^2 dx$$

$$V_1 = 233.282 \text{ in}^3$$

$$V_2 = \int_{7.75}^{8.4} \pi (1.1079x^3 - 24.5594x^2 + 183.513x - 457.9573)^2 dx$$

$$V_2 = 23.1631 \text{ in}^3$$

$$V_3 = \int_7^{7.5} \pi ((Y_2)^2 - (Y_3)^2) dx$$

$$= \int_7^{7.5} \pi (1.22744x^5 - 54.5074x^5 + 1011.76x^4 - 10043.4x^3 + 56209x^2 - 168095x + 209766) dx$$

$$V_3 = 3.04294 \text{ in}^3$$

$$V_4 = \int_{2.25}^{2.625} \pi (Y_4)^2 dx = \int_{2.25}^{2.625} \pi \sqrt{0.375^2 - (x - 2.625)^2}^2 dx = 0.110447 \text{ in}^3$$

$$V_5 = \int_{5.125}^{5.5} \pi (Y_5)^2 dx = \int_{5.125}^{5.5} \pi \sqrt{0.375^2 - (x - 5.125)^2}^2 dx = 0.1010447 \text{ in}^3$$

$$V_6 = \int_{2.625}^{5.125} \pi (Y_6)^2 dx = \int_{2.625}^{5.5} \pi (0.375)^2 dx = 1.10447 \text{ in}^3$$

$$V_T = 233.282 \text{ in}^3 - 23.1631 \text{ in}^3 - 3.04294 \text{ in}^3 - 2(0.110447) \text{ in}^3 - 1.10447 \text{ in}^3$$

$$V_T = 205.750596 \text{ in}^3$$

Note: On the process of finding the tissue bell volume. It was found that the round offs of decimal number plays an important part in this mystery. They are a key component to get the most precise answer.

CONCLUSION

The Tissue Bell mystery was about finding the volume of a Tissue Bell. While looking for this volume, we had to find the equations that created the shape of the Tissue Bell in the Cartesian plane. With these equations, we found the volume around the x axis by following the Disk Washer method. This project and mystery was not just about to find a volume, but also to understand how to get it, which is an important section of Calculus II. For me, this project gave me more than the volume of a tissue bell. It was a huge challenge that at first started as a question, but quickly became a learning process from using a graphing calculator and math programs to understand how this volume can be calculated. I really enjoyed doing this project because as I was working on it, I understood math more, and I saw what incredible things it offers to the world.

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Comenetz, Michael. *Calculus The Elements*. London: World Scientific, 2002.

Process Recording Form

JESSE BISHOP

NURSING 1362 : CLINICAL NURSING II. *The purpose of the Process Recording, as used by nurses in the psychiatric setting, is to document verbal and nonverbal interactions between the nurse and the patient. As with most nursing documentation, complete sentences are not necessary. For this assignment, students are required to document their assessment of verbal and nonverbal interactions, identify the type of therapeutic or nontherapeutic student questions/responses and describe how that question/response promotes or hinders therapeutic communication. Students are not penalized for nontherapeutic techniques because they are required to identify them as barrier statements. These barrier statements must be explained as to why they are not helpful and a revised statement that would have been better must be stated.*

-Linda Kenney

PROCESS RECORDING FORM

Date: 4/22/2013

Student's Name: Jesse Bishop

Description of Interaction setting: The conversation took place in the psychiatric nurse's personal office with the client and nurse present. The window blinds were open and the door was closed to ensure a private and quiet setting. Lights were comfortably dim.

Environment: Environmental temperature is slightly warm. Client is sitting in an office chair across from me on the opposite side of the wooden desk.

Pt. Goal/Purpose: The goal is for the patient to explain progress of treatment since discharge from the inpatient psychiatric facility and to express concerns related to ongoing psychological issues.

Patient's Gender: F **Age:** 51 **Diagnosis:** Axis I: Schizoaffective Disorder Type II; Axis II: Deferred; Axis III: None

COLUMN-1	COLUMN-2	COLUMN-3	COLUMN-4	COLUMN-5	COLUMN-6
Student's verbal statements (exact quotes)	Student's non-verbal behavior	Client's verbal statements (exact quotes)	Client's non-verbal behavior	Communication technique used. Designate Facilitators (F) OR (B) Barrier and name the type	Evaluation (as described in textbook) and/or Revision
"Hi, my name is Jesse Bishop and I am a nursing student at Lone Star College – Montgomery. How are you feeling today?"	Relaxed and open posture, legs uncrossed, leaning towards client, maintaining eye contact.	"Oh, I guess I'm doing okay. Just following up since I was hospitalized."	Arms crossed at chest, looking at wall to her right, rapidly and rhythmically tapping right foot.	F) – "Giving information" (Videbeck, 2011, p . 103).	Giving information builds trust with the client and allows the client to know what to expect during a communication session.
"Alright. I noticed that you are tapping your foot. Are you anxious about something?"	Relaxed and open posture, legs uncrossed, leaning towards client, maintaining eye contact.	"No, it's just hard for me to sit still. I'm always on the move."	Arms crossed, maintaining eye contact, rapidly and rhythmically tapping right foot.	(F) – "Making observations" (Videbeck, 2011, p . 103).	Allows clients to verbalize feelings or "make themselves better understood" (Videbeck, 2011, p . 103). Also encourages clients to talk
"Okay. Is there anything in particular that you feel you need to talk about today?"	Relaxed and open posture, legs uncrossed, leaning towards client, maintaining eye contact.	"Umm, I don't know. Sometimes I just feel like I'm losing control of myself."	Arms folded in lap, maintaining eye contact, rapidly and rhythmically tapping right foot.	(F) – "Broad openings" (Videbeck, 2011, p . 102).	Broad openings encourage the client to take the lead within the conversation, especially when the client is hesitant. (Videbeck, 2011)
"You feel like you are not always in control of yourself?"	Relaxed and open posture, legs uncrossed, leaning towards client, maintaining eye contact.	"Yeah, I've felt that way since a few weeks before I was put in the psych ward."	Arms folded in lap, looking at wall to her right and the ceiling, rapidly and rhythmically tapping right foot.	(F) – "Restating" (Videbeck, 2011, p . 103).	Allows client to know whether or not "they effectively communicated their ideas and encourages them to continue." (Videbeck, 2011, p .103)

For complete report and charts please visit:
<http://montgomerycac.wordpress.com/jesse-bishop/>

OVERALL SELF EVALUATION:

The process recording performed during the psychiatric rotation was startling, yet pleasantly different in context as well as content. I feel like I have greatly improved my communication skills and strengthened my therapeutic communication since the completion of my last process recording. Although some of the client's comments took me by surprise, I believe I reacted well and adapted fairly quickly to the situation. I believe my strengths involve understanding the client's condition and how it may affect their thinking and behavior. I believe my weaknesses involve trying to relate to the client on a more casual level as well as visibly reacting to somewhat shocking statements made by the client. During my psychiatric rotation, I learned great information about fairly common mental disorders. In completing my process recording, I realized how easily emotions, and even mental disorders, can be overlooked and confused with behavioral issues. As a society, we must recognize these types of disorders within our community and be able to accommodate the mentally ill accordingly. Overall, I believe this experience has enlightened me and allowed me to think more deeply about the causes of people's behaviors instead of solely focusing on the behaviors themselves.

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Videbeck, S. L. (2011). *Psychiatric-Mental Health Nursing* (5th ed.). Philadelphia, PA: Wolters Kluwer/Lippincott Williams & Wilkins.

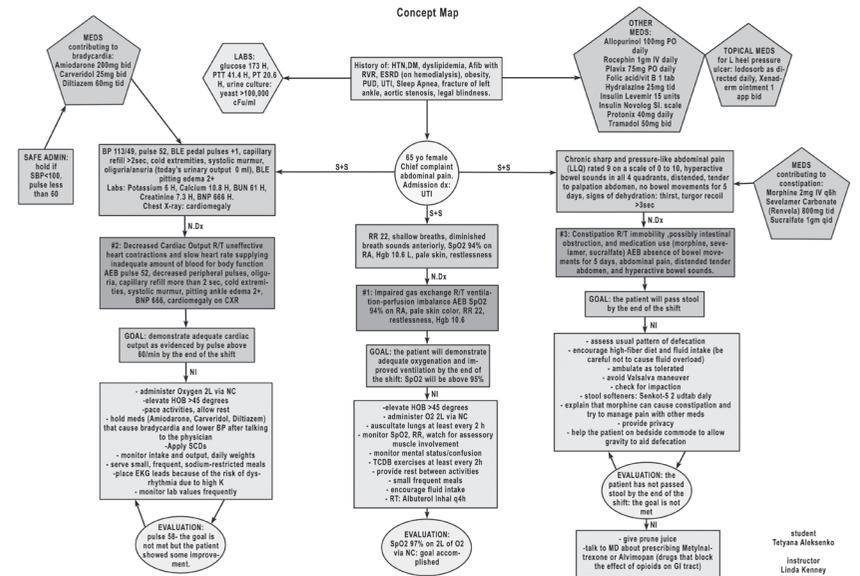
Concept Map

TETYANA ALEKSENKO

NURSING 1362 : CLINICAL NURSING II. *The Concept Map is an active learning strategy used to assess student ability to organize information that represents the learner's unique understanding of patient-care concepts and how they are interrelated. The student must perform an accurate assessment of the patient's needs and demonstrate critical thinking, organizational skills, analysis of information, and application of previously learned knowledge in providing care.*

-Linda Kenney

CONCEPT MAP



student
Tetyana Alekzenko
Instructor
Linda Kenney

For full scale color version of concept map please visit:
<http://montgomeryca.com>
wordpress.com/tetyana-alekzenko/

The Philosophical Foundations of Twentieth Century Germany as the Synthesis of Nazism with Kantian Ethics and Enlightenment

MATTHEW WILLIAMS

PHILOSOPHY 2307 : SOCIAL AND POLITICAL PHILOSOPHY. *In his research paper, Matt describes Immanuel Kant's ethics and his concept of enlightenment, and he applies this to the core of Hitler's educational reforms that remained after the defeat of Hitler and the Nazi regime. This paper contains a sophisticated application of abstract ideas to a historical reality, showing how the combination provided the philosophical foundation for the German government and society of today. Matt sets out the thesis and then moves methodically to support it. In doing so, he uses headings and sub-headings effectively and he properly cites a range of sources that provide the raw material. This paper is an abridged version of a much longer paper that Matt wrote for Honors credit. The longer paper presents a more overt Hegelian dialectic that has been omitted from this shortened version, although the structure of thesis/antithesis/synthesis is implied even here. This paper is an excellent example of research, analysis, and writing on a difficult philosophical theme that has undeniable real-world repercussions.*

—Robert W. Higgason

INTRODUCTION

The political foundations of modern Germany may be understood as the synthesis of Immanuel Kant's ethical theory and concept of "enlightenment," and the history of early twentieth century Germany from the rise of Hitler to the Basic Laws of 1949. After the Nazi regime collapsed, Kantian principles re-emerged and combined with some of Hitler's reforms to bring about modern Germany.

KANTIAN ETHICS AND ENLIGHTENMENT

Kant's concept of enlightenment rests upon his ethics, and these must be understood as fundamental to modern German government. Kant believed that the world could be known *a priori*, or prior to experience—i.e., by way of the mind. Kant believed that the powers of the mind were absolute, and that anything that was true of the world would hold true in the mind as well; he termed this concept universalization.

Universalization requires that a principle must be capable of actualization across all times, peoples, and places simultaneously without self-contradiction.¹ This means that if one were to do something such as make a lying promise—a promise which has no intention of being kept—they would need to be able to justify their action as being right not only in this case, but in all other cases, including toward themselves. Otherwise, the act would not be right and its underlying principle would not be ontologically true. A lying promise is wrong because it is self-contradictory when universalized.

According to Kant, if something is not true *a priori* then it is not true at all. However, for something to be morally right, it must also be categorical,² by which Kant means that the concepts of right and wrong action must be not be dependent on anything save themselves—not people or even God. The argument Kant makes for morality independent of God is that it is based on what he calls Duties.

A moral Duty is an obligation to act a certain way based upon reason. Kant noted that "before a nation could have any conception of Duties, it would first have to know God."³ However, this would lead to the situation that "nations with no God would have no Duties, and this is not the case. Nations and men without the proper notion of God were aware that lies are detestable and killing innocents is wrong."⁴

THE CONCEPT OF DUTY

Kant described three ways that the morality of actions can be evaluated in reference to Duties. First, one may act against Duty, which is acting against reason and against what is right. If an action can be rationally universalized, then it is a right action, and those that cannot are wrong.⁵ A lying promise is always self-contradictory and always morally wrong.

Second, one may act according to Duty, where a person does right but does so for personal gain of some kind. A person who does right for the sake of personal praise or even for reward in the hereafter is acting in self-interest.⁶ That individual is said to act in accordance with Duty rather than from it, because his reasons for choosing to so act are self-serving. Likewise, a person who acts morally based on an unconscious habit of moral action rather than on rational decision is acting not from their Duty, but rather from that habit.

The final, and purest, form of acting dutifully is to act from Duty, when an individual does right action simply because the action is morally right.⁷ If a person finds a wallet and returns it to its owner, not for reward or thanks but simply because it is the right thing to do, then that person would be acting from Duty.

THE KANTIAN CONCEPT OF ENLIGHTENMENT

Kant's concept of enlightenment is a relation of the will of the people, in light of the Categorical Imperative, to the society itself. The more people who understand and seek self-governance based on what is rationally best for society, the more enlightened the society and its people. In this context, "Kant is an advocate of a constitutional republic."⁸ Most governments during Kant's time were aristocracies or monarchies, yet he favored a relatively rare form of government. Kant saw people in a monarchy as initially in a state of minority plagued by "the inability to think for [themselves] without the guidance of another, when it comes to their political benefit."⁹ He argued that a monarch would find short-term benefit in empowering the people in ways that made his job easier, which would then lead to the populace's self-enlightenment and eventual self-governance. The monarch would do this by "protecting civil liberties such as freedom of the press, promoting (or at least not hampering) public education, and gradually ceding legislative power to representative institutions."¹⁰

The next step in Kantian enlightenment is for the people to take hold of the power given, and exercise it as fully as they may while still under sovereign rule. Kant believed that once enough power had been ceded by the sovereign, the monarch's remaining "rule should be merely transitional, a way station on the route to the only kind of government consistent with right, viz a republic."¹¹ To actualize such a transition, the populace must engage in the "public use of reason"—"that use of reason that we make in our capacity as members of learned society...which examines the foundations of science and mathematics, politics and religion."¹² The key here is for the populace to use its public reasoning to examine how their political situation and representation would be better served under self-governance.

In order for the populace to use public reasoning in this manner, they must first have intellectual freedom—the ability to freely exercise their

thoughts in the public square. Once intellectual freedom and education are achieved by the public, they may exercise their public reason, and can slowly abolish the current government in favor of self-rule in a representational democracy. Where there is extreme resistance to governmental change, however, self-rule may be established only through revolution or catastrophe.

APPLICATION OF CONCEPTS TO EARLY 20TH CENTURY GERMANY

The Holocaust and the evils committed by the Nazis under Hitler are well-known throughout the world, but it is a mistake to think that all Germans were Nazis or that they all agreed with Nazi ideals. It is also a mistake to say that everything Hitler did was bad, although it might appear that way to the world at large. Some of Hitler's actions for the German people were laudable, and his reforms during the Great Depression were a part of a series of events, both great and terrible, which led to the foundation of the modern German government. Though there is no denying that the majority of Hitler's actions during his reign were truly evil, his reforms allowed the German people to eventually develop a self-enlightened and self-ruling government, which today is a constitutional republic based on Kantian concepts of morality and enlightenment.

NAZI RULE AND HOW IT EMPOWERED CITIZENS

Kantian enlightenment is a transition from a monarchal—and thus potentially despotic—rule to a representational republic, providing a model for connecting the Nazi regime to modern Germany. The early Nazi regime began in the late 1920s and early 1930s, when the world was experiencing the economic stress from the Great War. The Great Depression was a world-wide phenomenon occurring due to the economic slump that was experienced shortly after World War I, which intensified with the American economic collapse of 1929. Due to trading relations with Britain and America, Germany suffered dramatically from the American economic collapse. Hitler and the Nazi party came into power "in September of 1930, a year after the market crash in America, with 37.1% of the vote from the Reichstag,"¹³ (German parliament) who determined the presidency. Immediately, Hitler and the National Socialist Worker Party went to work on creating economic, educational, and political reforms.

The educational reforms established an equality of education for all citizens of Germany, including the Jewish people. Although the Jewish people were treated badly during the earliest phase of the Nazi reign, they were given the same level of opportunity and benefitted from the same reforms as non-Jewish German citizens. Before that time, education was not available at more advanced levels to the general populace without sufficient funds. Hitler passed reforms “which revolutionized the approach to education in Germany, by making all levels available to the people; including higher education.”¹⁴ Hitler realized that in order to achieve his goals he would need well educated citizens, and to achieve that he needed to reform the current educational structure. In providing the German people with a more universal standard of education, Hitler empowered them to use public reasoning.

When Hitler became Chancellor of Germany on 24 May 1933 with the signing of the documents that granted him Chancellorship, the Reichstag “ceded all parliamentary and legislative power over to Hitler and the Third Reich.”¹⁵ He then unified Germany under the Third Reich and Nazi political party. With his new power, Hitler pushed for further economic and social reform. In addition to these further reforms, by “1935 Hitler began to push Nazi socialism policy into the doctrines of the schools and public square, and demand public compliance with Nazi doctrine.”¹⁶ This was the first step Hitler made that garnered him resistance from the German public.

THE BEGINNINGS OF RESISTANCE

As Hitler and the Third Reich began pushing their propaganda as mandatory, the civilian population began to dissent. As World War II and the civilian population was often indirectly exposed to the horrors of war and more directly to the severity of the Nazi party, that dissent grew while being officially suppressed. As one Winfried Schiller recalled, “one was certainly aware not to say things that could get you in trouble.”¹⁷ The citizens needed to tip-toe around Nazi party members and the military during the war. Schiller vividly recollected how “every enemy who does not somehow support the Nazi regime [could] end up in the concentration camp and that he will be killed there,”¹⁸ not just the Jewish people. It was situations like these which encouraged citizens to congregate in private and exercise their use of public reason, which Hitler attempted to prohibit.

German citizens would gather in private to denounce the terrors of the Nazi regime and seek ways to undermine it. Among their discussions would be such topics as news reports by foreign radio stations (such as BBC) which they were forbidden from listening to, and the underground political and Jewish-aid movements. Those who were aware of Auschwitz or the other camps and the genocide program were inclined to offer secret help to the Jewish people rather than support the Third Reich.

It is important to note, however, that very few German citizens were actually aware of the extent of the horrors occurring within the camps until the last few years of WWII.¹⁹ This relative isolation from the true horrors of the Nazi regime’s war policies is what made the collapse as devastating as it was and the resulting transition to a republic. When the Nazi regime collapsed after the death of Hitler in 1944, the remaining Nazi leaders faced two options: (a) fill the power vacuum left by the death of the Chancellor and ensure that totalitarian rule would continue; or (b) turn control over to the people. Many members of the military and of the National Socialist Party, “despite their theoretical agreement with the main objectives of the National Socialist Party, had gradually wavered in their favorable opinion because of the practical means employed to achieve those objectives.”²⁰ So the Nazi party gave itself up to extinction, and in doing so decided to subscribe “to ‘self-lacerating’ condemnation of German authorities” as they aired their dirty laundry in public.

MODERN GERMANY: THE FULFILLMENT OF KANTIAN ENLIGHTENMENT

When the German people realized the extent of evil that they had supported or permitted to exist in their society, they determined to make fundamental changes. Though anti-Semitic views were still held by those Germans who sympathized with Nazi political ideals, the general consensus was that “the solution to the Jewish problem should have been undertaken much more calmly, soberly, and genteelly.”²¹ Most Germans agreed that what occurred to the Jews was an absolute moral wrong—a crime against humanity. This realization that there are such definitive wrongs led the Germans to deep introspection regarding the nature of good and evil, and on a search for basic universal human rights. Having declared “racial murder was in any case morally always reprehensible,”²² the Germans set out to identify and expose other acts that would properly be characterized

as categorically evil. That led to the original nineteen propositions of the “Basic Laws of the Federal Republic of Germany” which constitute the “Basic Human Rights.” All of these rights stemmed from the use of public reason and examination of those principles which were intrinsic wrongs committed against the German people under the totalitarian rule of Hitler.

CATEGORICAL IMPERATIVE IN THE BASIC LAWS

The last line of the Preamble to the Basic Laws speaks of how the German people “have achieved the unity and freedom of Germany in free self-determination.”²³ Though this hardly needs additional explanation, a simple deconstruction will help illuminate the Kantian translation. Keeping the phrase “have achieved,” the analysis begins at the second phrase, “the unity and freedom of Germany.” The principle of unity suggests a universal compliance with and consensus of these basic laws by the German people; that it was with the “freedom of Germany” merely cements this Kantian interpretation. For freedom of the people is one of the requisites to a republican form of government according to Kant. Finally, the phrase “in free self-determination”²⁴ tells further, that it was by consensus arrived at through public reason and without coercion that the German people agreed to these categorical rights. The basic rights enumerated by the “Basic Laws,” as previously mentioned, include many principles denied by Hitler during his totalitarian regime.

These imperatives may be divided into two groups: (a) those that are intrinsic to human life in general (categorical); and (b) those that would require civil society in order to be formulated yet are still duties by their nature (social).²⁵ Those intrinsic to human life in general include Human dignity (Article 1), Personal freedoms (Article 2), Freedom of faith, conscience and creed (Article 4), and Freedom of expression (Article 5).²⁶ No sound argument may be made where those rights may not be universalized. Where an individual is denied any of these rights, it leads to the automatic denial of those rights at all. If one person has inherent dignity, then all people must have that same basic worth.

CONCLUSION

Long before the rise of what became one of the most feared political regimes in history, Kant developed his theory—conceived in the spirit of

liberty and reason—of how a morally right society could arise from under the heel of an absolute monarch. Hitler’s reforms in post-Depression Germany and his subsequent war policies empowered the German people and moved them toward enlightenment, although it would take the defeat of Nazi Germany to rescue the people from Hitler’s perversions. For the German people, World War II mattered for more reasons than it did to the rest of the world, and they responded by rising above the evil history of the Nazi party and forming a new government based on categorical right and the reason of enlightened citizens.

NOTES

1. Immanuel Kant. *Groundwork of the Metaphysics of Morals*. (New York: Harper & Row Publishers, 1956), 48. Print.
2. *Ibid.*, 56-57.
3. *Ibid.*, 76.
4. *Ibid.*, 77.
5. *Ibid.*, 79-80.
6. *Ibid.*, 81.
7. *Ibid.*, 84.
8. Robert Taylor, “Democratic Transitions and the Progress of Absolutism in Kant’s Political Thought,” *The Journal of Politics* Vol. 68, No. 3 (2006), 557
9. *Ibid.*, 558.
10. *Ibid.*, 559.
11. *Ibid.*, 561.
12. *Ibid.*, 561.
13. Theodore S. Hamerow. *On the Road to the Wolf’s Lair: German Resistance to Hitler*. (Cambridge, Mass: Harvard University Press. 1997), 31
14. *Ibid.*, 95.
15. *Ibid.*, 112.
16. *Ibid.*, 126.

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Interview with an Engineer

RYAN
LOBUE

GOVERNMENT 2305 : THE FUNDAMENTALS OF AMERICAN GOVERNMENT. *As Political Scientists one of the research methods employed quite often is going directly to a primary source and interviewing a specific individual. Developing effective interviewing skills are essential and enhance the researcher's analytical skills. There are numerous ways of conducting interviews and in this situation the student employs some unique modern technologies to conduct an interview. Interviewing involves three basic components: selection of the interviewee, conducting the actual interview, and deciding how the information gathered will be used. Ryan Lobue provides a great example of how to conduct an effective interview through the use of the internet and smartphone technologies. Ryan interviewed an individual in a career that he was interested in pursuing which was the justification for his selection. Ryan introduced himself to the interviewee using the internet and conducted the interview process by smartphone so he could record and accurately transcribe the interview. He used the information gathered to learn more about his chosen career path, the growing field of renewable energy, Conducting this interview has motivated him even more to succeed in his educational aspiration of working in this growing and exciting sector.*

-Dominic Beggan

INVITATION

Mon, Jun 24, 2013 at 4:36 PM

From: Ryan Lobue

To: Steve Peterson

Steve,

Emily has put me in contact with you for an interview. Thank you for taking the time to do this.

As an aspiring engineer, I would like to get a better idea of what your workday is like and your main responsibilities. The interview consists of 10 questions.

Please let me know the best time for you to do this. I am available M-Thu after 2:30pm due to summer classes, and Friday all day. We could do it on the weekend too. Also, this can be completed via email, Skype or telephone call, whichever you prefer.

Looking forward to hearing from you.

Regards,

Ryan Lobue

INTERVIEW

I am in the process of finishing my Associates of Science degree and plan to transfer to a university in Texas to study mechanical engineering. Renewable energy is a passion of mine and my main interests are solar photovoltaic, solar thermal, wind, and wave turbines. It is a dream of mine to work in the renewable sector and be a part of the further development of the industry. I would like to make a significant impact on society in America as well as the rest of the world. I was able to secure an interview with Steve Peterson, Project Manager of the Solar Energy Division of the Burns & McDonnell engineering and consulting firm. The interview took place via phone from 5:30pm-6pm on Monday, June 24, 2013. I also recorded the conversation with my laptop for transcription after the interview concluded.

Name of person being interviewed, position at the company, contact number, email

Steve Peterson, Project Manager Solar Energy Division.

What were your qualifications before applying for this job? What do you think gave you an advantage over the other candidates for the position?

I have been here for 5 years and was hired on as a Senior Engineer. I graduated in 1983 and have been doing engineering most of that time. I have worked in component design and analysis, such as turbine engines, as well as the systems engineering side, which is the consulting side that I am doing now. About 5 or 6 years into my career I figured out I wanted to be more in the systems engineering side of the business. There were not many

people applying to the position when I was hired, but before I came to Burns & McDonnell I was a Senior Engineer at Jacobs Engineering, which is an architecture and design firm. My diversified background helped me secure the position.

What are your main duties and responsibilities and what do you spend the majority of your time doing?

I spend about a quarter of my time in the field; the rest of the time is spent in the office. When I am in the field I represent owners who are paying for the project and conduct preliminary designs and studies, inspect quality of project construction, and make sure commissioning is done properly to help owners complete the project. When I'm in the office I am mostly coordinating design reviews, responding to client requests, investigating failures, coordinating engineers to address issues, reviewing requests for proposals, and evaluating bids. I am responsible for maintaining the budget, schedule and quality of the project.

What do you like most and least about your job?

I like dealing with clients directly the most. I am the main contact and face of our company to the client and I enjoy that responsibility and amount of involvement. The least favorite aspect of my job is monitoring the hours and budgets of projects; it is more of an accounting task than an engineering task.

What has been the most difficult aspect you have had to encounter while in this job, and how did you address this situation?

Most of the challenging situations are with people who are difficult to work with. There is usually one person on every project that can be tough to work with. Interpersonal skills are very important in engineering. On the last project I had an individual who was new, really hard to communicate with, and took things personally. I try to deal directly with the person before escalating the issue to management. On that particular project I had to go directly to the individual's management to resolve the issue; this is a severe case and was the last resort after first going to them privately, then to my management for advice. It did help the situation in the end, but I try to deal with them directly first.

In your opinion what unique skills, abilities and qualities should a person holding this position possess? What recommendations and suggestions do you have for developing such abilities?

Interpersonal skills are extremely important. You can be a genius and know everything about a project or subject, but if you can't work with other people it's useless. You have to know how to deal with co-workers and clients. Technical skills are very important as well. You need good technical skills and need to know the language of your field as well as others. Lead by example, be approachable, and be humble. Develop delegation skills.

Did you have a good idea of what your job would be like before you took the position? What surprised you most about your day-to-day work life?

Since I have been working in engineering for several years, I had a good idea what the corporate engineering environment is like. When I first started as an engineer it took a while to get used to the pace; eight hours seemed like an eternity each day working on various projects. Learning the whole framework of projects took some time to figure out. The financial side also took some time to get used to; we spend a lot of time determining what projects will cost.

Are you passionate about the field you work in and do you feel like working in the renewable energy sector is making a difference in the world?

Very much so. It used to be that engineering was thought of as the discipline or area of study where you go out and help society, help them build stuff they need like electricity, water and roads. That is why I became an engineer. I went into the only renewable energy program in my state. It was what I wanted to do, but at the time no one was doing it. It has been fun to be in the field in the last decade and see the projects materialize. After being talked about all these years they are finally coming to fruition. It was been very exciting to be apart of that.

Were there any courses in college that you could have taken but did not that would have benefitted you in your current position?

I did take an economics course but it was very theoretical. I think I actually got a pretty good education that prepared me well. Many of the professors had a good idea about what was going on in the industry. A lot of it you can't learn in school anyway, although I do wish schools were better

geared to the industry to better prepare us. Theory is important and a strong foundation is necessary, but many new engineers find out that the work is not what they expected.

Are there any technologies that you find exciting and hope to work with in the future?

Well, a lot of the technologies have been vetted. The solar industry, through the national laboratories and the academic establishment has been brewing for many years, so it has definitely matured since hitting the market. I don't expect a lot of new or innovative technologies in the near future because many are still in the laboratory phase. There is a major push for economizing, making things cheaper, so I don't see a lot of these innovative things coming to the market soon. It's more about taking what we have and making it work well or more reliably.

How do you feel about energy storage? It's great to generate all this energy but we have issues storing it. What do you think about compressed air energy storage?

We have done a couple studies on compressed air energy storage for clients and what we have concluded with those studies is that it is not economically viable unless there is a large salt cavern nearby. In that way you would not have to build large expensive facilities. Here in Phoenix we have a guy who designed a compressed air turbine system running air through a solar receiver. He has found that there is not enough of a market for it at this time.

DISCUSSION

I am very pleased with how this interview turned out. I learned exactly what I wanted to know about engineers working in the solar side of the energy sector. I was also able to learn about the systems side of engineering vs. component design. I think my skills will most likely be suited towards the systems/project side. I do wish there was more fieldwork, but still some is better than nothing at all. I enjoy working in teams and with a diverse mix of people so working on large projects sounds like a lot of fun. I learned that it is important to build a strong foundation in several engineering disciplines and be able to grasp their concepts because I will be working

with engineers from many disciplines. It is also vitally important to develop interpersonal skills and to lead by example. This interview has been a really enjoyable experience. It has motivated me even more to succeed in my education so that I can have the opportunity to work in the growing field of renewable energy where I hope to make a significant impact on society.

THANK YOU NOTE

Mon, Jun 24, 2013 at 8:05 PM

From: Ryan Lobue

To: Steve Peterson

Steve,

I was able to learn a lot from our interview earlier today. I now have a much better grasp of what it would be like to work as an engineer in the renewable energy industry. Also, thanks for the book recommendations; I plan to check them out soon.

Thank you again for taking the time to answer my questions. It was a motivating experience.

Regards,
Ryan Lobue

Digital Citizens: Proof that Social Media Creates Social Capital

NICHOLAS GONZALEZ

GOVERNMENT 2305 HONORS: FEDERAL GOVERNMENT. *During the Spring '13 semester in GOVT 2305 Honors students tackled the issue of citizenship in the 21st century. This issue is uniquely framed within the context of low voter turnout found among today's society in general, and youth in particular. Numerous scholars and social commentators have lamented the rapid loss of traditional civic responsibility and duty, exhibited most succinctly by the "Great Generation," with the rise of a new generation frequently characterized as more focused on the "me" than the "we." In this paper, Mr. Gonzales challenges these contemporary stereotypes of political engagement among Generations X & Y by analyzing the rise of social media as a powerful tool for enabling citizen engagement and empowerment. Specifically, he looks at: recent examples around the world of social media used to challenge abusive political power and transform governments; the explosion in available public knowledge through the internet and its impact on creating a potentially informed electorate; some of the potential negative attributes associated with the rise in social media, such as "slacktivism;" and, reasons behind government's inevitable failure in attempting to drive digital citizenship or control the political conversation through social media. Mr. Gonzalez concludes his paper by exploring ways in which Gen X & Gen Y might capitalize on the strengths in social media to create new tools for enhancing political participation and citizenship in America.*

—David Kennedy

Through the use of social media today's citizens have the ability to connect with like-minded individuals right next door or on the other side of the world to discuss how to tackle many of the problems facing society today. This was apparent in the use of Twitter and Facebook which helped facilitate the removal of tyrannical governments in the Middle East, specifically in Egypt and Libya. While these actions are monumental, I believe utilizing the internet through existing social media platforms can create a space that not only deconstructs governments and

holds government officials accountable, but gives “The People” a place to create ideas which can build a better democracy and a more responsive government. Social media provides a space for conversation, conversations which can create grass roots movements, movements which can foster change long before revolutions like the ones seen in the Middle East are ever necessary. This paper will discuss the changing concept of citizenship in light of monumental movements which were facilitated by the internet and social media in particular. It is clear that through the use of these new platforms citizens are becoming more engaged and thus creating their own type of social capital. These new, engaged citizens are unwilling to sit back and rely on votes to achieve the social outcomes they desire. Gen X and Y have become digital citizens and are on the cusp of creating a new and more active form of self-governance by utilizing social media.

Opinions vary as to what constitutes a “Good Citizen.” Traditional definitions of what constitutes a good citizen include someone who follows the law, pays taxes and engages with his/her fellow citizens creating “social capital”, the traditional good citizen must also have faith in and obey our government. This form of citizenship is considered “duty-based;” for those who subscribe to this view of citizenship it is of the utmost importance to vote, without voting our entire democracy is at risk. According to Robert Putman, along with many other political scientists, as-well as talking heads like Tom Brokaw, our democracy is going to hell in a hand basket. This is because there are “too few of us voting and we no longer have any national identity; we have lost faith in our government” (Dalton 2). All of this might be true to a certain extent; Gen X and Yers are no longer voting at the same levels that the “Greatest Generation” did. Yet, are Gen X and Y that far removed from previous generations in their desire to have a strong democracy? I believe not. There has been a move among many Gen X and Yers to a more “engaged” form of citizenry. This form of citizenry put forward by Russell J. Dalton in his book *The Good Citizen* “emphasizes a more assertive role for the citizen and a broader definition of the elements of citizenship to include social concern and the welfare of others” (Dalton 5). While there is a stark difference between these two forms of citizenry, each is an attempt to make or keep our democracy strong. It is Gen X and Yers who have found their place through engaged citizenry, and they, perhaps unknowingly, have the possibility at their fingertips to become the “Greater” generation.

Generations X and Y are at the forefront of this new more engaged form of citizenry. It is a battleground that is being fought from desktops and handheld devices within the United States and all over the world. These generations are fighting for a democracy they believe is not only possible but one which is deserved. It should be mentioned, these generations are better educated, better informed and more tolerant to a range of different ideas than previous generations (Dalton 170). This is important to note since the move from duty bound citizenry to a differently engaged form of citizenry is not happening because of a lack of knowledge but rather because of a wealth of it. Combined with this knowledge, younger generations now have tools at their disposal to make this move (to digital engagement creating social capital) a sustainable reality. Of all the tools at their disposal, the most important one is access to and understanding of the internet. The Internet is not new to us, but its utilization through social media platforms is relatively new and its possibilities are ever expanding. Using the internet to access information is of obvious importance, but it is access to conversation and not information that social media provides; this is the real source of the internet’s power to affect policy (Shirky 6).

We need to look no further than the Arab Spring, which has recently taken place in Egypt and Libya, to see what the internet offers as a way of keeping government power in check. “In the last several years, we have witnessed the power of the Internet help citizens change the regimes that govern them” (Leighninger 20). What took place here was the deconstruction of tyrannical regimes, facilitated in part by social media platforms and the youth who understood how to utilize these platforms to give them an advantage while their governments were trying to silence them and their movement. As one protestor stated “We use Facebook to schedule our protest, Twitter to coordinate and YouTube to tell the world” (Sangani 88). This is but a glimpse of the power social media has in enabling citizens to engage in one of its most important duties, to keep government power in check. Should government step out of line, these platforms provide a space for citizens to discuss what they expect and how they will go about attaining it. What has been shown with the Arab Spring is the power to protest and keep government power in check is but a mouse click away. However, there is much more to be desired from citizens and the internet today.

Social media platforms are not only used to remove governments from

power but to also keep government power in check. While it is believed voting is essential to creating and keeping a strong democracy, Gen X and Y are far more likely to engage in conversation and share information through social media about issues which will affect them. They use Facebook, Twitter, YouTube and other social media outlets to spread awareness and start real grassroots movements against legislation they deem destructive or over-reaching. As discussed by Shirky, “new media conducive to fostering participation can indeed increase freedom.” (Shirky 4). This was clear during the recent back lash over SOPA (Stop On-Line Piracy Act), which many among Gen X and Y believed was an attack on Internet freedom. Using the social media, information spread like wildfire about this bill and its possible effects on internet freedom. This led many Gen X and Yers to utilize a form of duty based citizenry. They contacted their representatives and made it clear this was something they did not want to pass. They were heard loud and clear: “SOPA was unraveled before being codified into law due to a massive and elaborate outpouring of dissent driven by the hacker movement” (H.Coleman). This movement driven by hackers, would not have existed without social media and the discussions it made possible by those in Gen X and Y who decided they had something worth fighting for.

Engaged Gen X and Yers have realized the power of social media (the internet) and they have shown a deep understanding of how to utilize these platforms. This is only partially true for the government which understood early on that it should have a foot print on the internet because of the great amount of potential. This has been shown through its attempt (unsuccessfully) to utilize the internet as a way to capture the attention of Generation X and Yers, and bring them into the fold to make them more “responsible” citizens. The hope was that these sites would make younger generations more educated on government policies, leading them to vote and be more socially active. E-Government sites were created with this objective in mind. However, these sites were poorly created and lacked sufficient access to those in power for them to have made any real splash. As suggested by Leighninger, “Government Web sites often seem like little islands on the Internet; they may be “Potemkin villages” that look official but attract almost no participation. Even worse, they may be viewed by citizens as sources of “in substantial spin,” a “fig leaf” for government that provides no way for people to actually influence policy.” (Leighninger 26)

The core of Generation X and Y, those that have the will to be politically involved and socially active, have no use for sites run by the government. By having government control these sites, you are allowing the coyote to make the rules for the hen house; that is to say you are allowing the government to control the conversation. This may be what has moved younger generations away from the traditional forms of government to begin with. Gen X and Y have lost the need/will to have government/political parties tell them what issues to think about and what they should think about these issues. So it is understandable that these sites would have no effect on voting levels because they are not offering anything new. “The honest truth is that the first decade of ‘e-government’ has not delivered an empowering foundation for local democracy,” argues Steve Clift of e-democracy.org (Leighninger 21). These government sites are nothing more than lipstick on a pig, they lack the radical change those in the engaged citizenry are looking for.

In no way am I suggesting that social media is the panacea to all our woes as a society. Yet these platforms provide a solid base for the engaged citizen to affect society and make the changes they desire. Through social media citizens are able to share information and more importantly have a discussion/conversation with thousands of other citizens in the blink of an eye. As discussed by Himelboim “Information flows in one direction via traditional media (newspapers, television), allowing audiences only to consume information. The Internet (and social media in particular) accommodates multi-directional information flow, allowing users to interact with one another” (Himelboim 94). This is extremely powerful; it makes it truly possible to keep government power in check and to create grassroots movements able to affect public policy. It is also the perfect arena for citizens to discuss how they would like to tackle a problem, but maybe more importantly, it allows the engaged citizen the ability to decide which problem they want to face and with whom. Gone are the days of the duty-bound citizen relying on government or parties for information and direction. Now are the days of access to immediate information, mass conversation and deliberation. It is the conversation and deliberation that social media provides which are creating social capital among Gen X and Y, despite what Putnam and others might have one believe. This digitized social capital is hard for some to see or even understand, but it is this new form of social capital which will keep Gen X and Y and subsequent

generations involved in government, or more importantly, self-governance.

All this being said, social media isn't perfect. The argument could be made that it provides those already apathetic an avenue to increasingly remove themselves from problems facing society. There are those who use social media as nothing more than a place to vent their frustration and have no real desire to do anything about what they see going wrong in society. Maybe even more frustrating is the rise of the "slacktivist." These are people who feel that they have the ability through social media to click their way to a better world. "The critique of ineffectiveness, most recently offered by Malcolm Gladwell in *The New Yorker*, concentrates on examples of what has been termed "slacktivism," whereby casual participants seek social change through low-cost activities, such as joining Facebook's "Save Darfur" group, that are long on bumper-sticker sentiment and short on any useful action (Shirky 9). Another and perhaps more impactful problem with social media is the speed with which misinformation can travel. It takes only one celebrity or athlete who has a respected voice (deserved or otherwise), who has a large following to Tweet or post on their Facebook page misleading or altogether untrue information. The conversation or deliberation which follows this misinformation can only be described as unhealthy, as it takes time and focus away from issues which are likely to affect these citizens in a real way. The speed with which (mis)information travels is at once social media's champion and its foe.

There is an obvious problem with the social media "slacktivist" but as Shirky states, "The critique is correct but not central to the question of social media's power; the fact that barely committed actors cannot click their way to a better world does not mean that committed actors cannot use social media effectively" (Shirky 9). It is precisely these committed actors Shirky is speaking of that are the heart of the new engaged citizenry. So, it should be understood that an engaged Gen X and Y have the ability through social media to affect social change. It is the fact that social media is now ubiquitous within the United States and becoming more so around the world, along with its low cost of engagement that makes it such a powerful and appealing tool for the engaged citizen. It doesn't matter how many people you get behind an idea, the real power to affect social change is how long you can keep people engaged with the idea, and social media is a great tool to sustaining this engagement.

It is clear that social media is a powerful tool for the engaged citizens within Generations X and Y. It is also clear Gen X and Y have evolved what it means to be a citizen in the United States. But there are also issues with this new form of media as there would be with anything new and unfinished. We are in what I believe is only the first phase of social media driven digital citizenship. There are ways I believe we can move to a more powerful and impactful use of these already amazing platforms like Facebook, Twitter and YouTube. If government is truly worried about the lack of interest of Gen X and Y in politics (something which is unlikely) then it should work within the new form of digital citizenry. Government should make an attempt to support these digital citizens, through nothing more than making itself available and making it known that these voices which are no longer analog matter and are heard. Government must be willing to interact with these generations in the way that is familiar to them. Government, however, must refrain from attempting to control the conversation. As I stated earlier, it is likely this attempt at control which has moved these generations away from earlier forms of citizenship. S. Coleman notes, "What is needed is an open debate about what young people want from the democratic process and how they would like to use the technologies of communication with which they are familiar. It would be a risky, exciting and highly creative exercise in planning for the next generation of democratic citizens. It is a leap worth taking" (S. Coleman 261). Not only is it a leap worth taking, it is a leap that is required if we are to keep up with the evolution of citizenry.

I think the easiest way to usher in this second phase of a digitally engaged citizenry is to utilize existing forms of social media; there is no reason to recreate the wheel. By moving into the new phase of social media we can create a space that will dilute the potential pitfalls faced by today's engaged citizens when attempting to utilize these platforms i.e. slacktivist and misinformation. Creating a space dedicated to the digitally engaged citizen, one which is funded in much the same way as Wikipedia; would lessen the possibility of influence from outside sources. This space would be completely organic, having rules and regulations created by the users. There would be a need for a select group of independent moderators to enforce the rules created by the users, but these moderators would do nothing more than what has been asked of them through the aforementioned rules.

Also, this site should be simultaneously monitored for content by trusted sites like factcheck.org; as a way of reducing misinformation. This site, which I will call SocialPolitics.com, will offer Gen X and Y a solid space for working towards changing society for the better. SocialPolitics.com would allow for discussion and deliberation over issues that engaged citizens are interested in tackling. The point of this site would be to keep discussions fact based and free from outside influences i.e. special interest. While everyone will have a voice on SocialPolitics.com, removing the money provided by interest groups or wealthy donors and relying on donations from users should have the desired effect of keeping discussions organic. To keep with the familiarity of existing social spaces, Facebook, Twitter, and YouTube could be utilized as ways to connect to SocialPolitics.com. These companies for profit status will have no influence on SocialPolitics.com and the conversations which take place on it. These existing sites will act as nothing more than gate ways to SocialPolitics.com, they would be invaluable tools for keeping up with debates and conversations taking place on SocialPolitics.com. Though I believe there is no question about today's engaged citizenry being active and participating in politics (in their own "digital" way), a site like SocialPolitics.com would definitely put the nail in the coffin of any argument otherwise. By providing a safe space with fact checked debates, SocialPolitics.com would be the platform for self-governance by today's youth. Having factual and substantive debates on which issues to take on and how best to tackle them is a powerful starting point when attempting to change public and foreign policy. Putnam stated that "Political participation refers to activities performed by citizens who attempt to influence the structure and selection of government policies" (Putnam). If this is true than those participating in social media debates on Facebook, Twitter, YouTube or on the newer SocialPolitics, are in fact engaging in political participation, and no argument against their citizenship can be made.

There is a belief among many today such as Putnam and Brokaw that the lack of the traditional duty based forms citizenry i.e. voting, and connection to our fellow citizens has led to a lack of social capital, and this lack of social capital is leading to a decline in civic engagement. This view, however, I believe is wrong. Himelboim states, "The gap between the growing popularity of the Internet as a platform for political communication and reports of

decline in political participation may reflect a gap in perception between scholars and the public" (Himelboim 93). It is certain that Gen X and Y no longer act as their grandparents or even their parents did in the past. Gen X and Y have not shunned their duties as good citizens but rather they have evolved their approach. It may be this evolution that makes it hard for those from previous generation to understand how Gen X and Yers are carrying out their duties. The job of a good citizen hasn't changed, but the platforms and arenas in which these duties are carried out in have. There is a strong argument for the need to vote, but if the examples of Egypt and the fight against SOPA have shown us anything it is that a well informed and engaged citizenry through the use of social media can still effect social change. Voting is passive, and is nothing more than hope for change, while social media provides an effective and engaged citizenry the ability to ensure they fight for and attain the type of democracy desired by each successive generation.

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Liar Liar, Truth Under Fire

BRITTANY
MCVEY

GOVERNMENT 2305 : FEDERAL GOVERNMENT. *Writing in the field of political science covers a lot of territory, including critical analysis in essay format of the work of another political scientist. In "Liar, Liar, Truth Under Fire," Brittany McVey tackles the author of a Time magazine editorial on the thorny topic of ideological biased truth in politics with a deft literary hand and a wry sense of humor, while gracefully keeping her own political balance. She points out that though Americans complain about the political fictions our officeholders often try to pass off as fact, we at the same time prefer to embrace facts of our own choosing, sometimes with a passion that verges on irrationality. She also points out that the social media world we now live in makes it easier for us to burrow into our ideologically distinct tunnels, while making it harder for the officeholders we elect to present us with a coherent argument about any of the complex issues facing us today.*

—Britt Michelsen

Everyone has thought, said or heard a variation of the sentiment, that politicians are all a bunch of liars; you can't trust anything they say anymore. In the article "Blue Truth, Red Truth" from the *Time Magazine* issue of October 3, 2012, White House Correspondent Michael Scherer explains why this proclivity may ring more true today than ever before. With a front row seat to all the political pandering, Scherer artfully pulls together research and quotes from well respected sources while also adding witty commentary of his own. American presidential candidates as far back as 1796 have twisted the truth in order to serve their own agenda, but this practice has become even more egregious in today's campaigns. While many factors attribute to this political development, a portion of the problem is the flow of information in our technologically centered society. Scherer quotes political ad man Mark McKinnon as saying, "It's like the campaigns are driving 100 miles an hour on a highway with a posted speed limit of 60, but the patrol cars all have flats," therefore theorizing that "campaigns have turned into elaborate games of cops and robbers." Fact checkers, the cops in this scenario, do their best to keep up with what each candidate and their teams say during a campaign, but much

can slip by, thus Scherer points out that the American people are "repeatedly and willfully played. . .for fools" by both parties. Scherer's article is a call to the American people to realize that the facts do not always add up, and more importantly that we should demand truth and accountability from our candidates, instead of standing idly by while they shape the truth that ultimately shapes our elections.

Scherer points out that the first reason for this "factual recklessness" is that there really are no consequences for those who attempt to deceive voters, and as the "political fracturing of the nation" increases "some voters feel a deeper affinity for one side or another in political debates [and] have developed a tendency to forgive the home team's fibs." As our faith in partisan ideology increases, our willingness to seek out information that might contradict our beliefs decreases, along with our desire to punish wrongdoers in the public eye. Noted Republican pollster Frank Luntz admits to Scherer that "We don't collect news to inform us. We collect news to affirm us." Scherer points to research performed by the Pew Research Center in July of 2012, which states that "17% of voters told pollsters. . .that Obama is a Muslim, an increase from just 12% in October of 2008." Those that identified themselves as Republicans believed this account by a much higher margin of 30%, which had increased from 16% in 2008. There is no substantial evidence that points to President Obama being a Muslim, but as Scherer puts it, "human beings are simply more willing to believe falsehoods that confirm their worldview." Without double checking facts, individuals choose to believe the best of the candidate that they support, but the worst of the candidate that they do not. Scherer reports that recently the Washington Post and ABC News "found that 76% of Romney voters believe that Obama is 'intentionally misleading' voters" while "the exact same share of Obama supporters believe Romney is 'intentionally misleading.'" Chris Lehane, democratic campaign consultant and former press secretary to Al Gore, explains to Scherer that at one time, the media "played the role of umpire" between the American people and presidential candidates, but with the umpires of our political culture "effectively in the bleachers" the political landscape has become one where, according to Scherer "accuracy is largely in the eye of the beholder." Scherer goes on to say that "the public increasingly takes issue with those who deliver the facts," and cites a recent Gallup Poll that showed "only 40% of

the country, including just 26% of Republicans and 31% of independents, express a great deal or fair amount of trust in the mass media to report the news fully, accurately and fairly.” These numbers reflect the highest level of distrust in our media since 1998, the year this information began being measured. Without consequences for a lack of integrity, politicians and their camps will continue to skew truth in their own favor, and it seems that the American people have little opposition to this practice.

Scherer further points out how individual belief systems can inhibit Americans from accepting the truth by turning to further research conducted in 2006 by Brendan Nyhan, a professor at Dartmouth, who studies falsehood in politics, and Jason Reifler of Georgia State University. The two researchers partnered to test college student’s “resistance to factual information,” cites Scherer. They gathered students that identified themselves as liberals and as conservatives and asked the group to read an article about the tax cuts that George W. Bush enacted when he was president. In the article Bush claimed that these tax cuts increased U.S. Treasury revenue which was verifiably false. After the students read the article, the research team issued a factual correction that showed the tax cuts had actually led to a three year decline in revenue. According to the researchers, “the correction worked among liberals, but among conservatives it produced a curious backfire effect: conservatives were nearly twice as likely to say the Bush tax cuts increased revenue even after they had been told this was not true.” This reaction was not just limited to the conservative students. Nyhan and Riefler also presented information regarding “John Kerry’s claim from 2004 that he would ‘lift the ban on stem cell research imposed by Bush” and followed it with the correction that, “Bush never actually banned stem cell research.” The truth had the intended effect on the conservative students, but the liberal students continued to believe the false information. Nyhan concluded that the more impassioned an individual is regarding their political views, the more difficult it is for the person to accept negative information about their chosen party. One would think that “more factual information might seem like a good solution to this problem,” says Scherer, but according to other studies voters that were more politically knowledgeable had a tendency to show more bias toward their party. Danielle Shani, a Princeton graduate student at the time of her research, analyzed an election survey taken in 2000 that asked voters to evaluate the

Clinton presidency while also gauging how knowledgeable the participants were regarding politics. Just as one would expect, the average Republican’s and Democrat’s answers diverged, but Scherer notes that the differences “among highly informed Democrats and Republicans...were more stark.” Scherer points to further research performed by Nyhan and Reifler in 2008 to support his statement that “some of the same emotional impulses that lead voters to seek out more information – concern, insecurity and fear, for example – skew their ability to accept accurate information.” Nyhan and Reifler thought that if they could get the research subjects feeling confident about themselves that these concerns might be alleviated and perhaps open their minds to factual information that challenged political bias. The researchers had the subjects write about a time they stood up for a belief they held dear, and “the exercise worked: when presented with evidence that the 2006 Iraq troop surge had reduced the number of insurgent attacks there, supporters of withdrawing U.S. forces from the country were more likely to accept the validity of the surge after a self affirming exercise than without the exercise.” Building up the subject’s confidence increased their ability to overcome their own bias instead of clinging to inaccuracies out of fear and insecurity. In many cases people not only let politicians’ lack of honesty slide, but they also lie to themselves by way of not accepting the truth when it is placed before them. If we lie to ourselves, how can we expect our politicians to be honest and forthright?

The main line of defense that the American people have against this truth bending is our political press which Scherer says, “has largely embraced the cause of correcting politicians when they run astray,” but this work is “grueling, sometimes messy work, given the complexity of claims made in the course of a campaign day.” Fact-checking outfits began to pop up more and more during the 1990’s and have pushed for more accuracy from political candidates. Even with this increase of interest in the truth it can be difficult for these truth seekers to keep up with the immense amount of information that is sent out to the public, not only by candidates and their camps, but also by “the outside groups that peddle unvarnished falsehoods with even less accountability,” reports Scherer. Radio spots and mailings sent to voters are among some of the hardest avenues for fact-checkers to track down. Add to this tedious work the fact that much of what is said and printed during an election is complex in nature, and one can see

more plainly the difficulty of getting the truth out in the open. For example, Scherer points out that “Obama routinely says. . .that use of renewable energy doubled under his watch, which is true only if you define renewable to mean just wind and solar energy,” while on the other side of the fence, “Romney claims that he can cut income tax rates 20% and still raise the same revenue with the same progressivity by eliminating deductions and loopholes.” By traditional budget practices this is not possible but according to Scherer, “some conservative economists say the cuts should be judged outside traditional metrics.” The gray area of the truth is complicated in politics, and this is evident by the limited success fact-checkers have had in changing the behavior of campaigns.

This era of American politics is especially intriguing when one considers that both candidates are putting a premium on honesty in their campaign rhetoric while also flagrantly abusing the truth. “As it stands, the very notions of fact and truth are employed in American politics as much to distort as to reveal,” says Scherer. This current trend threatens the ability of Americans to decipher accurate information thereby making political decisions and participation more difficult for the average person.

Scherer’s article is effectively a charge to the American people to stop accepting the practice of lying as a way of life in politics. He presents his argument fairly, pointing out indiscretions on both sides of the partisan playing field while also highlighting the average American’s habit to either be indifferent to the lies or so impassioned about their party’s belief system that they refuse to hear logic. This raises the question: if we are simultaneously apathetic to politicians’ lies while also refusing to use reason within our judgment, what chance do we stand of moving beyond this issue? The fact-checkers are ever hard at work to bring information to the American people, but many citizens do not trust, nor want to hear what they have to say. So, as the article points out, is the confidence level of the American people the issue? Does a lack of self assurance make us cling to inaccuracies? And if so, how do you raise the confidence level of an entire nation so that we can demand better?

The concepts in this article, those of politicians’ manipulation of facts and our citizenry’s willingness to accept such practices as long as it does not challenge our mindset, could have serious implications for our nation. In an age where you see everyone’s Facebook posts and Twitter updates that

slam one candidate or the other it is frustrating to realize that this is all one sided political chatter. Few people have the facts to back up the claims they make on these social networking sites, where so much of this “debate” takes place. In truth, we are as bad as the politicians. It might sound cliché but Mahatma Gandhi said, “Be the change you wish to see in the world.” Scherer points to a deeper thread that runs throughout humanity: that of self-awareness and honesty within. Until we can be honest with ourselves and call ourselves to a higher standard, our politicians will certainly not do the same.

Rules and Actors in the Texas Legislature

NICHOLAS GONZALEZ

GOVERNMENT 2306: TEXAS GOVERNMENT. *In this impressive example of political analysis, Nicholas Gonzalez engages with a demanding theoretical literature, collectively entitled “the new institutionalism,” and presents a persuasive argument that the case of the Texas legislature is best understood through the lens of one particular stream of this epistemology (rational choice institutionalism). With considerable sophistication and flair, he summarizes the theoretical tenets of key thinkers in the field, and explains with clarity why institutions empower a limited number of influential actors in the Texas legislature rather than simply serve as obstacles to effective action. This paper is a fine example of theoretical engagement, critical analytical thinking, and empirical evaluation. It is rare to find such a compelling example of professional argumentation located so fluently within an undergraduate essay.*

—Fiona Ross

ABSTRACT

This paper discusses the comparative impact that political actors and institutions (the formal and informal rules and norms of the legislature) have on the legislative agenda in Texas. Engaging with a stream of rational choice institutionalism that contrasts the constraining power of rules with the enabling power of actors, this paper illustrates how the weak rules of Texas’s non-professional legislature empower a very limited number of actors in the Lone Star state. Departing from the institutionalist’s portrait of rules as road blocks and veto points, this paper notes how a limited number of rules pertaining to appointments and scheduling in the legislature serve to empower a handful critical actors who control legislative politics in the Lone Star state. In contrast to the more deterministic streams of the new institutionalism, I concur with rational choice scholars’ theoretical specifications that strategic action within flexible and limited rules combine to determine outcomes in the Texas legislature. The main institutional constraint on actor-driven behavior is the truncated length of the legislative session – ironically, itself a feature of the non-professional legislature that also serves to enhance the impact of key actors.

INTRODUCTION

Political science has long recognized that political actors rarely determine policy outcomes. Institutions are larger than individuals, as is the political environment and context within which action occurs. Scholars emphasize the importance of context, the formal and informal institutional rules, policy structures, policy legacies and inheritances in understanding any given policy configuration (Hacker, 2004; Mahoney, 2000; Thelen, 2002). Purposeful, goal-oriented action is a very small part of most policy stories. Rational choice theory, however, and particularly rational choice institutionalism, has infused heavily institutionalized explanations for given outcomes with purposeful action (Cox, 2000; 2004; Shepsle, 2010). While these schools of institutionalism tend to talk past each other, in the rational choice formulation, actors matter. They matter because they can exploit the formal and informal rules, norms and established practices of legislative behavior to promote their goal-driven behavior. Institutions set the rules of the political game that purposeful and strategic actors play by to achieve their preferred ends. Institutions order and pattern the game of politics but how actors play that game determines the outcome and, the less formalized the institutional rules (as in Texas), the greater the capacity of political actors to influence the result.

In rational choice institutionalism, therefore, actors matter more than the current emphasis on political context and exogenous events suggests. This is particularly the case in non-professional democratic assemblies, such as the Texas state legislature where the procedural rules are less fixed and more malleable than in the professionalized legislatures of other large states (Maxwell, 2013). The Texas legislature is a “citizen” legislature (Squire, 2007; Maxwell, 2013). It only meets for 140 days every other year and lawmakers, paid \$7,200 per annum, typically hold other paid positions in business or as lawyers. Unsurprisingly, therefore, it is less rule-bound than many full-time chambers, less professionalized and formalized in its conduct and altogether more personalized. As a result, the institutional rules of the Texas legislature are remarkably enabling rather than constraining of a very limited set of influential actors.

Any actor-based explanation, of course, needs to specify the powers of key players in order to evaluate whether they actually possess the power and goal-driven agenda to impact outcomes. It is important to understand,

as so aptly stated by Cox (2004), that while legislators are everywhere equal in voting power, they are everywhere unequal in agenda-setting power. So who are these principal agents of agenda setting in the Texas legislature? Who holds power in the Texas legislature? Most important in understanding legislative behavior in Texas is the lieutenant governor who, rightly or wrongly, is commonly referred to as the most powerful man in state (Fusarelli, 2002). The Lt. Governor is directly elected in a statewide poll, presides over the Senate, and has immense power over committee assignments and, indirectly, the calendar, schedule and procedures for legislative action.

In the lower legislative chamber, the Texas House of Representatives, the Speaker presides. Although the Speaker is directly elected by the people in a single-member district, he/she attains this institutional position by majority vote in the House and thus can be subject to partisan compromise. But the Speaker, by his power of assignment, wields a “Big Stick.” As we see in Cox (2000), desired assignments can be held out as inducements for good (loyal) behavior. Although committee chairs decide what legislation will be sent to the floor, the acquisition of the chairmanship position is tied directly to the Speaker. Consequently, the Speaker has the ability to push the majority’s agenda through loyal chairpersons and his own scheduling power. Maxwell (2013: 201) summarizes the powers of the Lt. Governor and the Speaker when he observes, “The presiding officers dominate every step from initial committee consideration to scheduling and floor debate and finally to negotiation of differences between the senate and house versions of a bill.”

But to what extent are these seemingly formidable powers constrained by institutional norms if not by formal rules? By tradition, the Texas legislature has operated on a non-partisan basis, as conservatives – irrespective of party label – have dominated the assembly. Indeed, the appointive authority is somewhat constrained by norms of bi-partisanship and political compromise in the House and by the norms of seniority for limited committee assignments in both chambers (Maxwell, 2013). Moreover, the Speaker’s personal coalition cross-cuts party lines, as in the case of Joe Straus, the current speaker, who is considerably more moderate than many of his Republican partisans. However, it is important to bear in mind that although the Texas Speaker has, by tradition, allocated appointive positions along ideological rather than party lines (Hamm & Harmel,

1993), a “bipartisan” allocation of committee seats does not change his/her control over the agenda because these seats are offered to those whose ideology and/or loyalty coincides with that of the Speaker. Moreover, these are informal constraints that have been broken with increasing frequency by the legislative leadership, particularly with the rise of more ideological conservatives and Tea Party activists in the House (Tannahill, 2012; Maxwell, 2013).

In short, the limitations on the Lt. Governor and the Speaker to place their favored policy advocates in key institutional positions remain notable for their modesty in Texas. As Maxwell (2013: 202) remarks, “In some states, the majority of each committee selects its chair; others use a seniority system. In Texas, the presiding officers make these decisions.” Moreover, the norms, rules and truncated length of the Texas legislature dictate that rarely are committee decisions unpicked by the entire legislative chamber and, consequently, committee decisions are critical. As a result, the committee chairs and their members are equally critical.

These formidable appointive powers of pivotal actors (the Speaker and Lt. Governor) are essential to understanding why actors matter in the Texas legislature and why democracy in Texas is more than a collection of rules, norms and procedures. However, procedural powers are also important in understanding why strategic action plays a larger role in the Lone Star assembly than in more rule-bound, professional legislative bodies. Cox (2004) emphasizes the importance of the power of the majority over the agenda and it is through the rules governing scheduling powers that the majority’s leadership has its greatest ability to achieve its agenda. The Speaker exerts control over policy outcomes by using his/her power to deciding the rules under which a bill will be considered and reported (Cox & McCubbins: 2007; Mann & Ornstein, 2006). The power to place a bill on or off the schedule/floor is vital to controlling the floor agenda and keeps the majority party from having to confront something unpalatable to them (Cox, 2000).

Let us assume for a minute that a committee chair decides to buck the party line and decides to move a bill from committee to the floor. In this case, the Speaker still has the indirect power (via his appointments to the House Calendars’ committees) to influence which bills reported from committee will be slated for consideration on the floor (Cox and

McCubbins, 2007), and, as Maxwell et al (2013: 204) observe, “[s]cheduling is important in any legislative body, but in Texas, it is paramount because of the legislature’s short biennial sessions.” As a result, the Speaker possesses the power to protect the party or personal agenda from “wayward” chairmen: “the presiding officers can use their influence over scheduling to expedite or to hinder the progress of legislation and to reward allies or punish enemies.” (Maxwell et al, 2013: 204).

Research suggests that these scheduling powers have a significant influence over the legislation. As the famous Speaker of the U.S. House of Representatives Tip O’Neill once noted, “the power of the Speaker of the House is the power of scheduling” (Cox & McCubbins 2007). But the presiding officers’ wider power comes from the ability to structure the legislative system as a whole. Using the powers allocated to them, the presiding officers can simply structure the committee system to produce favorable policy results. Structuring the committee system by setting up jurisdictions, allotting resources, and seating members allows the Speaker and the Lt. Governor to ensure her/his policy will move forward, allowing his/her “creation” to go on auto-pilot. Cox & McCubbins (2007) describe the Speaker of the U.S. House as an anchor, stabilizing policy. In Texas, the Speaker and Lt Governor are the Captains of the ship of state.

In conclusion, the institutional rules of the game can differentially empower competing actors and the rules of the Texas legislature safeguard the authority of its legislative leadership. Other actors lack the ability to affect procedural changes. Through their use of appointive and scheduling procedures, a very limited group of actors control the legislative agenda in Texas. Perhaps ironically given the Lone Star state’s long-standing suspicion of government power, the rules of our so-called citizen legislature concentrate an enormous amount of power in the hands of a tight leadership elite – far more than the rules allow for in other large states. The rules allow the Speaker and the Lt. Governor the ability to frame the entire legislative process from start to finish and thus circumvent obstacles rather than having to confront veto points and veto players throughout the legislative process.

Establishing that formal and informal institutional rules and norms are not simply constraints on purposeful and strategic action in a democratic arena is important. As noted earlier, much of the institutionalist literature

focuses on institutional sclerosis, veto points, and bounded rationality in institutional settings. Yet, as we have seen in the case of the Texas legislature, the rules (and lack thereof) empower a very select (elite) group of actors. Our lawmakers matter in Texas, but it is a handful – and a very small handful at that – of elected officials who control legislative procedures. It can be noted with some irony that a legislative body explicitly designed to be a citizen’s voice has inadvertently become so manifestly hierarchical through the mechanisms of non-professionalism. In Texas, of course, the consequences of this concentration of power in the hands of a legislative elite are magnified by overwhelming one-party – and before that ideological – dominance.

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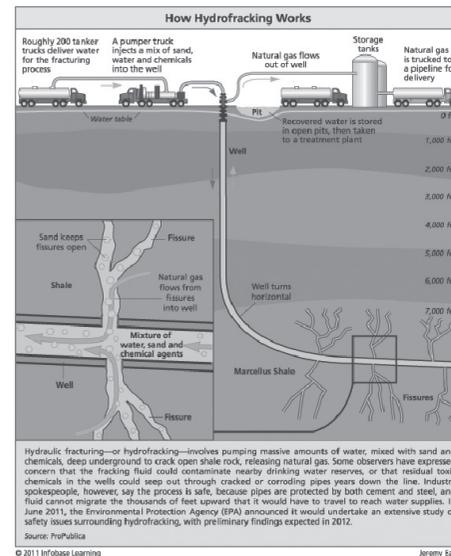
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Hydraulic Fracturing and the EPA

LINDSEY HANSEN

GOVERNMENT 2302 : FEDERAL GOVERNMENT. *Oil's importance to sustained economic growth has increased exponentially every year since discovery as a viable fossil fuel. Modern industrial research and development has managed to find a number of uses for petroleum-based products. As a result, these items are now found in virtually everything we use. Losing access to new sources of oil and the free, unfettered flow at market prices could be catastrophic. It is on this premise that Ms. Lindsey Hansen presents a policy position paper that would be advanced by either a particular political party, a corporation, group of industry officials, or a trade organization. Ms. Hansen's paper is well defended and advances her argument with serious and irrefutable facts; an essential ingredient if a political position is to have any chance of surviving public scrutiny. This type of paper is of such quality that it could be entered into official government records, published as an article in one of the general news magazines, or presented as an official statement through a trade journal. Regardless of the publishing source, Lindsey's work would be certain to generate a lot of interest, especially with the folks at the Environmental Protection Agency.*

—Wade Shol



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For entire policy position paper and graphics please visit:
<http://montgomerycac.wordpress.com/lindsey-hansen/>

The Impact of ART on Defining Parentage

SEAN
YU

PSYCHOLOGY 2314: LIFESPAN GROWTH / DEVELOPMENTAL PSYCHOLOGY. *In psychology there are important connections between research, writing and thinking. Students must have the ability to read and summarize information accurately, interpret the validity of the findings correctly and analyze the research thoroughly. Understanding how to read scholarly journal articles is an important skill for students. Sean Yu tackled a fascinating topic discussed in our Developmental Psychology class about assisted reproduction technologies. Published in The American Journal of Family Law, Sean was able to review the technical material and synthesize information in a clear and objective manner. In his opinion paragraph, he is able to present questions about the complex techniques and unintended consequences of reproduction technologies. This is an excellent example of a journal article report.*

—Karen Buckman

Assisted reproduction technologies (ART), in one form or another, have significantly impacted the lives of both the infertile couples seeking assistance and the participating donors providing assistance. While these two groups of participants, as well as the fertility industry, might believe the impact of ART is only felt by those involved with the process, the reality is that these technologies have far-reaching consequences, some of which are known and many of which are not. In an article about reproductive technology, John J. Zodrow takes up the issue of how ART has shaped the contemporary meaning of parentage.

In order to explain this very complex issue, Zodrow breaks it down into its key components and explains each through definition and examples: the players, the technologies, court decisions, and redefinition. The players in ART are those who either contribute genetic material and/or provide a womb, such as gestational carriers and surrogate mothers (Zodrow, 2008). Especially in the United States, the players don't participate simply out of the goodness of their hearts. While financial incentives for sperm donation

are attractive at "...\$50 to \$100 per donation" (Zodrow, 2008, p. 113), those for egg donation are particularly lucrative, where "...prices of up to \$50,000 have been seen for top fashion model egg donors and those with other unique attributes" (Zodrow, 2008, p. 113).

The number of assisted reproduction technologies is numerous and new ones are constantly being developed. Of the ten different options presented by Zodrow (2008), two are ones that many people are familiar with — artificial insemination and in vitro fertilization—whereas the remaining options are procedures used in combination with IVF or are more specialized in nature. The most important point to take from his discussion on the technologies is that they all can, and more than likely will, involve genetic makeup from a donor. This clearly has consequences for parentage as is explained in the section on reproductive court decisions.

In his section on court decisions, Zodrow presents several cases that show how the use of different reproductive technologies and the different players that can be involved with each have contributed to shaping a new definition of parentage via the legal system. Similar to laws that were created as the Internet evolved, Zodrow (2008) notes that case law "...regarding reproductive technologies developed as science advanced" (p. 117). Some of the key decisions discussed by Zodrow (2008) include extension of parenting rights to surrogate mothers and recognition of intended parents as the legal parents, even though they are not biologically related to the child. The idea of intended parentage was expanded even further in *Chambers v. Chambers*, a court case that "...endorsed the decision-makers to a child birth as de facto parents" (Zodrow, 2008, p. 119). Clearly this case is significant for defining parentage as it basically questions whether a parent can only be a parent if s/he contributes genetically to bring about a birth.

Zodrow closes with a section discussing the issues surrounding ART and society. He only provides a brief paragraph on redefining parentage because up to this point he has already spent much time on this issue—and it is probably the most important one to him. However, there are many other important issues to consider (not all of which effect society as whole) including multiple reproductive contributors, disclosure of genetic origins and donor anonymity, multiple births and selective reductions, post-divorce/post mortem parenthood, and germ line alteration, just to name a few (Zodrow, 2008). Zodrow (2008) recognizes that while many of the

complications created by ART have been addressed through the legislative process, the laws "...provide an incomplete analysis as developments such as cryopreservation and post-mortem parenting issues create new scenarios not covered under existing family law" (p. 119). This inability of the legal system to cover the various permutations created by ART is not surprising since the legal system almost always lags the pace at which technology moves forward.

I thought that Zodrow's article was very well written and clearly explained all the issues surrounding ART as related to its unintended consequences to society. While I knew some basic things about ART, I had no idea of the number of different techniques and options available. More importantly, I didn't realize the extent of ART's impact on the greater society beyond just the immediate people involved. Although I'd like to disparage ART for the problems it has created, blaming technology would be akin to blaming a hammer for picture frames that fell off the wall. Neither ART nor a hammer creates problems—they are both simply tools. Ostensibly, assisted reproductive technologies were developed to help create families. However, exactly who has access to these technologies? Access implies more than just geographical access; it also implies financial access. Does the infertile, low-income African American couple living in East Baltimore have as much access to these services as does the infertile, upper income white couple living in Manhattan? Probably not since IVF and other options can cost tens of thousands of dollars with a general success rate of around 30%. ART is a tool that only the elite, at least in the United States, are able to use. Given these considerations, one cannot deny that ART is not accessible to the majority of infertile couples—it is a tool catered to the elite. This is the one thing that I wish Zodrow would have mentioned in his article as it does create some unintended consequences related to adoption and adoptive parents based on the idea of intent.

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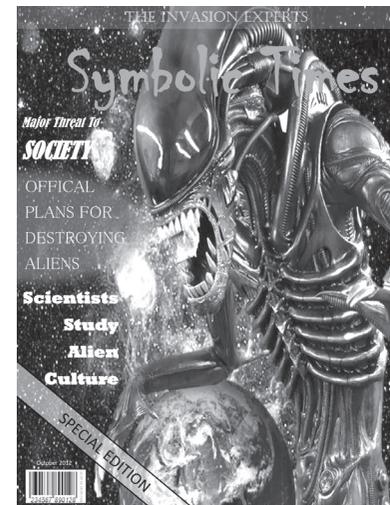
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Symbolic Times

KAYLA DAVIS

SOCIOLOGY 1301: PRINCIPLES OF SOCIOLOGY. *The Alien Destruction Manual is a project requirement that all students in my sci-fi/futuristic sections of SOCI 1301 must complete. The assignment is to apply at least two films to the content of the course and vice versa. Kayla Davis was up for the challenge and produced a magnificent project by incorporating many of the major topics in SOCI 1301 with content from two films: Alien and Aliens. The way she approached the project was ingenuous. Kayla took the attitude that this manual should be as realistic-looking as possible. Her intent was to engage her audience without them realizing that she is making strong comparisons of film and the subjects of sociology. By all accounts, she succeeded. Kayla's mastery of the content is evident as she provided abundant examples of core sociological concepts couched in sci-fi and presented in an easy to read magazine. Throughout the project, Kayla examined concepts such as gender roles, stratification, family, government, and groups. This undertaking required a significant amount of synthesis, application, and critical thinking. Kayla's use of Microsoft Publisher enabled her to create a magnificent project reminiscent of a magazine found at any newsstand. Kayla's work on the Alien Destruction Manual is a terrific example of applied knowledge as it relates to SOCI 1301.*

—Jared Cootz



For full scale color version of The Alien Destruction Manual project please visit:
<http://montgomerycac.wordpress.com/kayla-davis/>

¿Un sistema para la asistencia médica nacional?

JILL
COLEMAN

SPANISH 2311: INTERMEDIATE SPANISH I. *In Jill's journal entry, she reflects on the complex issue of developing a national healthcare system. Following her introduction in which she poses two questions, an economic quandary and a social issue, she points out they are difficult yet pressing questions. She uses the term "cuestiones" accurately here. She states the questions and then offers her opinion that she doesn't believe big government is the solution. The ability to state this demonstrates an intermediate ability in Spanish 2311. She uses appropriate vocabulary in expressing a national healthcare system "un sistema para la asistencia médica nacional." She manages the use of the present subjunctive in giving her opinion "Yo no creo que el gobierno...sea la solución." In her second paragraph she poses a hypothetical statement clearly using the imperfect subjunctive in a "si" clause followed by the appropriate use of the conditional tense. She continues to handle advanced structures with accuracy, i.e., "Siempre que una entidad grande dirija..." and "Es dudoso que...sepa..." At the same time she expresses her point of view on this topic concluding that considering the administrative issues, it would be very difficult for doctors to practice "el arte de la medicina," "the art of medicine."*

—Georgette Sullins

Hay unas cuestiones con las que la sociedad se enfrenta actualmente. ¿Cómo podemos mantener en equilibrio la economía? ¿Cómo podemos cuidar a la gente? Es necesario buscar soluciones a estas dos preguntas. También, es difícil resolver estos problemas muy bien. Todo el mundo tiene una opinión diferente. Yo no creo que el gobierno muy grande sea la solución.

Si el gobierno creara un sistema para la asistencia médica nacional, la economía sufriría muchísimo. Siempre que una entidad grande dirija programas, hay mucho desperdicio. Habría muchísimos reglamentos que los médicos tendrían que seguir. Los doctores tendrían que practicar la medicina en la manera que el gobierno se lo dijera. Es dudoso que el gobierno sepa más que los doctores sobre la salud.

Además, los doctores tendrían que contratar a más trabajadores para manejar el montón de papel y para asegurar que están siguiendo las reglas.

Habría una escasez de doctores porque sería muy difícil ganarse la vida. También sería muy difícil practicar "el arte de la medicina."

TRANSLATION:

A NATIONAL HEALTHCARE SYSTEM?

There are questions that our society must confront. How can we balance the economy? How can we take care of the people? It is necessary to look for solutions to these two questions. Also, it is difficult to solve these problems very well. Everyone has a different opinion. I don't believe that big government is the solution.

If the government were to create a national health care system, the economy would suffer greatly. Whenever a large entity directs programs, there is much waste. There would be many guidelines that doctors would have to follow. The doctors would have to practice medicine in a way that the government would tell them. It is doubtful that the government knows more than the doctors about healthcare.

In addition, the doctors would have to contract more workers in order to manage the pile of paperwork and in order to assure they are following the rules.

There would be a scarcity of doctors because it would be difficult to earn a living and administer these programs. It would also, be very difficult to practice "the art of medicine."

Visual Communication

This on line section includes writing with a significant visual component and reflects the increasing importance of visual rhetoric in and across disciplines, as well as generally in contemporary culture. The instructor introductions to the pieces may be found in the pages of the print version of the journal. We expect this part of the journal to continue to expand as the importance of the visual aspect of texts continues to evolve.

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