Honors Committee Guidance to Students

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

1. Scholarly (qualitative)
2. Scientific (quantitative)
3. Creative
4. Pedagogical
5. Service Learning

6. Experiential Learning
7. Action Research
8. Leadership Portfolio
9. Wellness Project
10. Culture Project

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

What is a Thesis/Senior Project?

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

These are the components of a thesis proposal:

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

Table of Contents

Japan's Population Crisis

Thesis Advisor: Miyuki Arimoto, Criminal Justice Department
Student Pronouns (voluntary): She/Her

Thesis/Project Genre(s) – Culture Project / Scholarly

Abstract:

This project will focus on the population decline that is currently troubling Japan. Firstly, the century-long history of Japan's population fluctuations and compositions will be examined to provide background information for the current population decline. Following this, the causes for the population fluctuations will be discussed and used to infer the catalysts of the current population decline. This will introduce the cultural and social expectations related to gender roles and employment in Japan. This investigation will also analyze the multifaceted implications this population decline has on other realms of Japanese society, specifically the economy, elderly welfare, and the healthcare system. This will establish the stakes of Japan's population decline in terms of how negatively it is affecting society from multiple perspectives. Lastly, this study will explore Japan's past attempts at mitigating their population decline and why those attempts failed. This will provide further insight into how unchanging Japan's cultural and social standards have been.

Personal Interest:

My interest in Japanese culture began when my mom enrolled me in a Japanese Immersion Program at my elementary school. Through this program, I spent half of each school day studying the Japanese language with the other half focusing on the common American school curriculum. As time went on, I became fluent in the language and became genuinely passionate about Japanese culture, especially because I myself am half Japanese. The program also brought about many cultural travel opportunities such as the JRR (Japanese Research Residency) and SSI (Sapporo Summer Institute). Both of these opportunities were fundraised educational projects meant to put students' fluency skills to the test and immerse students in the culture that they had spent so many years studying.

The Japanese Immersion Program I was enrolled in educated me about Japanese culture in such a romanticized fashion that I decided that I wanted to settle down in Japan as an adult, despite not knowing anything about living there from personal experience. All of that changed when I participated in the SSI trip in my junior year of

high school. Although there is so much that Japanese people refuse to show to foreigners, by the end of the trip it was clear to me that there is so much Japan is struggling with: suicide rates, population decline, gender inequality, etc. From that point on, I found a passion within myself for wanting the truth to be known about Japan.

As a Criminal Justice Major at Western Oregon University, there is not much opportunity to delve into or explore this passion, especially because my academic goals have nothing to do with my Japanese heritage. I appreciate the diversity of Japanese advisors and professors that work at WOU, but I have yet to find many connections to Japanese culture on campus. I keep in touch with my culture by having discussions with my mom about what is going on in Japan in terms of social issues and checking in with relatives when I can. I've contemplated many times about creating some sort of media project related to exposing the truth about Japans' social and cultural struggles, but I had yet to go through with anything until this thesis opportunity.

Post-graduation, I plan on consistently staying in touch with my friends and family back in Japan as well as keeping myself educated about Japans' social wellbeing. Ideally, I would like to have my heritage mean something in terms of what communities I serve in my career and make my Japanese family proud of what I've made of myself. I also hope to raise my kids in a world where they can learn about their Japanese heritage with pride and be hopeful for the future of their Japanese bloodline as well.

Larger Context:

Japan has long been known for their innovative economic contributions as well as their world-renowned animations. Because of these achievements, many people are not aware of the fact that Japan has been struggling with a population crisis for the last couple decades. Japan's cultural standards related to employment and gender roles have been found to be at the heart of this crisis (United Nations Department of Economic and Social Affairs, 2015; D'Ambrogio, 2020). The circumstances of high life expectancy, not to mention the rapid aging of the elderly population, further exacerbate this issue (Tsuya, n.d). Due to the widespread nature of this issue and its origins, the consequences are not only limited to domestic or familial affairs.

For one, the economy has suffered a major shortage in their workforce, which in turn, has catalyzed a drop in global exports and less return on investment (D'Ambrogio, 2015). If left alone, the working population will grow fewer and older, further compounding the economic consequences. Instead of taking this as a sign to tackle their population composition issues, Japan focused on passing legislation allowing people to work until the age of 70 (D'Ambrogio, 2015). This course of action represents why this population crisis has continued to weigh down Japan for so long. With this in mind, I

will introduce a more critical angle to address this issue in hopes of shifting the focus of finding a solution onto Japan's cultural expectations.

Observing Japan's historical values pertaining to respect, working hard, and maintaining social class, a long term solution has been hard to come by. So far, only a handful of patchwork policies related to parental leave, childcare services, and monetary assistance have been put into place, but none have completely addressed the issue of this population decline (United Nations Department of Economic and Social Affairs, 2015). Among many, the policy of immigration has been considered to be the long term solution to this issue, but again, cultural standards in the form of Japan's preference to only accept "skilled foreigners" (Mohr, 2008) as well as the excessively high immigration quota necessary to maintain the current population (Tsuya, n.d.) makes that unfeasible. With this in mind, I will shift attention from immigration as a solution in hopes of allowing other solutions to be considered by policymakers.

Methods/Process:

Throughout the course of this thesis, I will be analyzing the population crisis that is currently plaguing Japan. This analysis will be centered around the history, causes, and consequences of this decline as well as possible solutions.

The first section of my thesis will focus on the background of Japan's population decline. Specifically, I will be examining the history of Japan's fertility transitions throughout the past 100 years, paying particular attention to changes in population size, aging compositions, replacement level fertility rate, total fertility rate, mortality rate, and life expectancy. This will offer insight into what patterns have been observed in the past and provide background information for the third section of my investigation surrounding the implications of this crisis.

The second section of my project will be centered around the causes of Japan's declining population. To be more specific, the topics of unforgiving employment, isolating gender roles, declining fertility and marriages, and increased life expectancy will be analyzed as the catalysts for this crisis. This will introduce the social climate that surrounds women, as domestic and maternal figures, and men, as dominant providers, as well as the pressures they face. In light of this social climate being largely responsible for Japan's population issue, this introduction will have a more critical tone than simply presenting information.

The third section of my investigation will concentrate on the implications of Japan's population decline. These implications include an economic crisis in terms of productivity and workforce, budget challenges related to healthcare and pension systems, an accelerated increase in the aging of the elderly population, lack of care for the elderly, and the rapid decrease of the youth population. This will provide a much

broader picture of the issue as well as establish the stakes for Japan's much needed solution. The multifaceted nature of these implications will pair nicely with the next section in order to analyze solutions that are not solely centered around population control, but rather relating to the economy or labor shortages, for example.

The fourth and final section of my thesis will surround the possible solutions to this problem. Specifically, this section will take into account the past efforts and policies made to address this issue to analyze what can or cannot work as a solution to Japan's population problem. This will eliminate misconceptions of what may work as a solution and provide vital insight into what steps need to be taken when addressing this issue, if ever. For example, it has been theorized that immigration may be a solution, but Japan's cultural and social beliefs make that next to impossible. In this way, light will also be shed on the cultural and social limitations of Japan's openness to change through this analysis.

Working Bibliography, with Select Annotations

D'Ambrogio, E. (2020). *Japan's ageing society* [Briefing]. European Parliamentary Research Service. https://www.europarl.europa.eu/RegData/etudes/BRIE/2020/659419/EPRS_BRI(2020)659419_EN.pdf

This briefing discusses the issue of Japan's population decline and its disproportionate number of elderly citizens compared to other demographics. This source concludes that a high life expectancy and low fertility rates are responsible and that there are many social and economic consequences for this issue. Unlike the other sources I've found, this briefing is hopeful regarding the efforts Japan has made to mitigate their population decline and even thinks there are lessons that the EU could learn from Japan's actions.

This source will provide me with more detailed information related to the consequences of Japan's population decline. This document also mentioned actions Japan has taken that have not been mentioned in any other source I've found, making this a great supporting source for determining what may work as a solution to Japan's population problem.

Haub, C. (2010, May 13). *Japan's Demographic Future*. PRB. Retrieved October 18, 2022, from https://www.prb.org/resources/japans-demographic-future/

Ministry of Internal Affairs and Communications. (2022). *Statistical Handbook of Japan 2022*. Statistics Bureau of Japan. Retrieved October 19, 2022, from https://www.stat.go.jp/english/data/handbook/c0117.html

Focusing on Chapter 2, this handbook describes statistics related to Japans' total population, households, birth rate and aging population, births and deaths, marriages and divorces, and population density and regional distribution. This source briefly explained the historical patterns of statistics related to these demographics ranging from the 19th century to the present. A majority of these patterns involved an increase around the 1950's with a steady decline beginning in the 1970's and accelerating following the early 2000's.

This source will provide me with a wider scope to contextualize the possible causes of Japan's population decline as well as possible correlations between these statistics. For example, determining if regional distribution has anything to do with birth rates. Overall, this source provides a lot of supportive information for diving deeper into the reason why this decline is happening.

Mohr, M. (2008). *Japan's Declining Population: Clearly a Problem, But What's the Solution?* Wilson Center. Retrieved October 20, 2022, from https://www.wilsoncenter.org/event/japans-declining-population-clearly-problem-whats-the-solution

This article discusses a debate regarding the multifaceted nature of Japans' population decline between 4 professors and their associated fields. Between the professors, they debated the relevance of cultural expectations, economics, immigration, technology, etc in this issue. Additionally, each professor provided some sort of advice on how to approach a solution.

This article will be a great resource for me to grasp different perspectives on proposing a solution as well as broadening my perspective of what other realms of Japanese society contribute to their population decline. With this information, I can provide the reader with what could work as a solution to this issue instead of focusing on what won't work as a solution.

Oizumi, R., Inaba, H., Takada, T., Enatsu, Y., & Kinjo, K. (2022). Sensitivity analysis on the declining population in Japan: Effects of prefecture-specific fertility and interregional migration. *PLoS ONE*, *17*(9), e0273817. https://link.gale.com/apps/doc/A717561292/AONE?u=oregon_oweb&sid=bookmark-AONE&xid=5c92b4ea

Saito, J. (2014, August). *Immigration: A solution for Japan's plummeting population?* Australia-Japan Research Centre. Retrieved October 20, 2022, from https://ajrc.crawford.anu.edu.au/department-news/10411/immigration-solution-japans-plummeting-population

Tackling the Declining Birth Rate in Japan. Centre For Public Impact (CPI). (2017).
Retrieved October 17, 2022, from
https://www.centreforpublicimpact.org/case-study/tackling-declining-birth-rate
-japan

Tsuya, N. (n.d.). (rep.). *The Impacts of Population Decline in Japan: Demographic
Prospects and Policy Implications*. Suntory Foundation Research Project.
Retrieved 2022, from
https://www.suntory.com/sfnd/jgc/forum/005/pdf/005_tsuya.pdf.

This special report studied the history of Japan's population size and composition
from 1960-2010 and, from these results, projected changes in population size and
composition, the aging of the elderly, the decline of the workforce, and future
demographics and immigration for 2010-2060. These projections conclude that
Japan will continue to substantially decline in all realms and that immigration is
not a long term solution.

This source provides me with the "so what?" aspect to my research. The
projections from this source will help me to prove the urgency of this issue and
how widespread this issue is affecting Japan. Specifically, this issue is affecting
Japan's economy as well.

United Nations Department of Economic and Social Affairs. (2015). *United Nations
Expert Group Meeting on Policy Responses to Low Fertility* (Policy Brief No. 11).
Population Division.
https://www.un.org/en/development/desa/population/events/pdf/expert/24/P
olicy_Briefs/PB_Japan.pdf

This policy brief talks about the history of Japan's fertility rate through its highs
and lows as well as why the current generation of Japanese people are not having
children. Experts found that Japans' traditional and unforgiving gender roles as
well as harsher working expectations have greatly contributed to low fertility. It
was also discussed that Japan's government previously attempted to tackle this
issue through the implementation of childcare services, parental leave schemes,
and monetary assistance, but to no avail.

This publication will provide me with historical context to Japan's issue of
population decline as well as an understanding of what has already been done to
help Japan. With this information, I may be able to provide readers with insight
into how not to approach solving the issue of Japan's population decline.

CA/

Early Language Exposure:
Impacts of Using Sign Language with Hearing Babies

Thesis Advisor: Brent Redpath, ASL Studies
Student Pronouns (voluntary): She/Her

Thesis/Project Genre(s) – Pedagogical / Scholarly

Abstract:

My approach to this topic will be in an attempt to unearth the best practices of teaching sign language to infants. To achieve this, I will be navigating several common worries, such as speech delay or lessened vocal ability, and provide the results of several studies showing the benefits of babies with signing abilities. Following this research, I will create my own video that lists the most important signs to teach a baby. The reason for this approach is to give parents the ability to create a deeper bond with their children in the pre-verbal stage, to limit the frustration in the child's infancy, and to build a foundation in a second language for the child. This thesis will present a case that has considered both sides of whether or not to teach babies sign language and give prospective parents the information that they need to make this decision for their parenting method. Ultimately, the best practice will not only be conveyed by the research presented in my thesis but also by the video that I create with this project offering a demonstration of common words and phrases to use with children.

Personal Interest:

As a baby, my parents taught me to sign, hoping that my use of small gestures would help them understand my frustrations and needs as an attempt to reduce my wailing. While I don't have a full timeline of my progress, as a young child, I was able to convey my hunger and need for a diaper change with my hands. I hadn't used sign again until my high school years when I worked at a movie theater that showed special screenings with closed captions on the weekend. Naturally, this drew in a Deaf crowd in an environment where none of my coworkers knew any sign language, so I took it upon myself to continue to learn the language.

The signs that I learned when I was young didn't fade from my memory. In fact, the light foundation that I did have aided my desire to pursue further fluency once deciding that I wanted to learn another language. Now, as a student pursuing a career in the field of American Sign Language interpreting, I use this language on a daily basis. A language acquisition class that I took as a part of my curriculum discussed the brain

development in babies and why it's easier for them to learn languages when they are younger. The research that I conducted for this class led me to reading about early acquisition for children and communication methods involving signing before they are speaking coherently. From here, I was able to connect this to my past experience as a child who benefited from pre-verbal communication.

Post-graduation, I will be working with the Deaf community daily as an American Sign Language interpreter, becoming more and more comfortable with their language. In my personal future, I plan to teach my children sign language in their pre-verbal stage to provide them with the ability to communicate as early as possible. This will help strengthen my bond with my children in these early stages. Additionally, I plan to continue to raise them bilingually (as this is the easiest time to learn a second language) so that they will be able to connect and communicate with Deaf individuals in their future if they choose to.

Larger Context:

Children often will verbalize their first word near their twelfth month of life, but they have the physical capability to produce their first sign several months earlier (Swingley, 2008). This gap gives parents of young children the opportunity to begin two-way conversations with their infant sooner, giving the child an outlet to express their needs in the pre-verbal stage. However, it has been questioned whether this approach to language acquisition has any long-term benefits.

Although the short-term benefits of teaching sign language to babies are far more refined, seeing as "children who are learning signs have a generally accelerated pattern of early vocabulary development" (Bonvillian, 1983), this advanced language gap eventually closes, leaving less of a lasting effect. That being said, there are far fewer long-term benefits that would make it worth it for parents to choose to teach sign language to their children. Several of these long-term benefits are subject to special case scenarios that are not guaranteed. An example of one of these cases highlighted in this project is instances of a child having a cognitive disability or another outstanding circumstance that may impact their speech or communication skills. This delay of speech tends to offset the linguistic development for the child, where signs may fill that gap to offer an alternative method for building a vocabulary for expression. Ultimately, this project will shed light on both the short-term and long-term effects to aid in the decision of parents in the United States to teach their children to sign.

Because an infant's vocabulary is quite limited as they develop more motor functions, the foundational vocabulary is key in conveying the highest amount of information with the least amount of effort. For example, one of the hardest letters to pronounce for a child is the letter 'L' (White, 2021). A simple opening and closing of the fist to signify "milk" is far easier for an infant to perform than being able to verbalize the

full word. To offer parents an introductory guide to teaching sign language to babies and what the best practices may be, an instructional video will accompany this project to give a list of the most helpful words and phrases to teach children while they are in the pre-verbal stage.

Methods/Process:

In my thesis, I will analyze the early stages of infancy, particularly in the pre-verbal stage, to lay down a foundation of why signing to babies should even be a consideration for parents. I would like to pull from the Enhancing Early Communication study by the Society for the Experimental Analysis of Behavior to help convey that the gap of several months between physical movements and verbal communication in babies is wide enough to form a decent foundational vocabulary. From here, I would like to begin picking apart the larger advantages of early language access to impact the cognitive development of a child.

The first advantage I will discuss is focused around the short-term. This is the allowance of parents to effectively communicate with their child several months earlier than with spoken language. Often, babies are unable to express their frustrations or convey their needs at any given moment. This early approach to language gives them an outlet to express what it is they need, which in turn, allows their parents to develop a deeper bond and connection with their child sooner.

The next advantage I will discuss is in relation to why teaching signs to all babies could be beneficial in the long run. By using Tim Weiss's "Sign Language for People with Developmental Disabilities" to support my stance, I will explain that many disabilities that affect communication skills, such as autism or ADHD, are often diagnosed several years after birth. Setting up the child with a foundational vocabulary in sign language would put them on track to have a developing language resource before a diagnosis can be determined. This way, if they are being affected by delayed speech or verbal skills, they are still offered an outlet for expression and have a working vocabulary to build verbal skills from.

Once I am able to express why teaching sign language to babies could have both short-term and long-term advantages, I will create a best practices video to demonstrate a list of signs and phrases that would be useful when signing with an infant. My current plan for this video is to present a foundational set of common words (such as mom, dad, milk, food, change, etc.) to establish a basic vocabulary and to explain when these signs would be useful in conveying infant needs. I envision this video to be set up in an educational way that acts as an introductory guide for prospective parents.

All honors theses are digitally published, and with this publication my work will be able to help parents gain a clear understanding of the benefits of teaching their children sign language. Ultimately, this project will educate parents on the effectiveness of signing with their children and give them the necessary information needed to decide whether they want to use this language resource.

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

Educational Playcare. "Benefits of Sign Language for Young Children: EPC Blog." *Educational Playcare*, Educational Playcare, 8 Sept. 2016, https://www.educationalplaycare.com/blog/sign-language-benefits-for-young-children /#:~:text=Research%20shows%20that%20sign%20language,they%20are%20hurt%20o r%20hungry.

> This article offers a decent list of benefits of teaching infants to sign. The primary advantage discussed being the earlier access to an outlet to express frustration in the pre-verbal stage. However, there are no guarantees of long-term effects. The child will have a linguistic advantage for up to two years after the child is verbal, but this gap often closes. However, this advantage usually continues to benefit children with mental or developmental disabilities after this marker.

> This article helps me contextualize the timeline of the benefits, so that I am portraying this information correctly and not misrepresenting the potential benefit that this offers the child. With this, I will narrow in and focus on this to be one of the primary benefits discussed and connect it to my article that explains more about the benefits of sign language with developmentally delayed children.

Kolb, Rachel. "Sign Language Isn't Just for Babies." *The New York Times*, The New York Times, 23 May 2018, https://www.nytimes.com/2018/05/23/opinion/sign-language-isnt-just-for-babies.ht ml.

> This article offers a Deaf perspective on the topic, which covers teaching sign language to babies being viewed as a luxury or a trend. It is mentioned that learning sign language to communicate with hearing children seems like a missed opportunity to be learning the language to communicate with the community of its primary users.

> This article can help me expand my perspective by knowing how different communities view this topic. I will use this article near the end of my paper to show the Deaf community's response and offer this as being the next topic that I would focus on if I had more time with this topic. It is important to be respectful to the community whose language we are borrowing.

Novak, Sara. "Baby Sign Language: When, How and Why to Try It." *What to Expect*, 23 Feb. 2022, https://www.whattoexpect.com/first-year/baby-sign-language/.

> This article discusses at what point it is ideal to begin teaching a baby sign language and includes a list of tips recommended by speech-language pathologists to an effective approach to teaching an infant a visual language. Additionally, there is an included recommended vocabulary list of words that may come in handy for a baby to be able to express their needs.

> This article can help me develop my perspective on the best practices for teaching so that I am able to describe what an effective approach looks like in order to achieve the benefits discussed prior. Additionally, I will use the provided vocabulary list to help myself compose a video at the end of my thesis to correctly demonstrate the most effective signs for parents to use with their children.

Thompson, Rachel H, et al. "Enhancing Early Communication Through Infant Sign Training." *Journal of Applied Behavior Analysis*, The Society for the Experimental Analysis of Behavior, 2007, https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1868823/.

> In this article, a study was conducted as a result of the counterclaim that the early use of sign language would cause delays in verbal communication. However, in the study, the hearing infants whose parents used sign language with them outperformed the children whose parents encouraged vocal language in both expressive and receptive contexts, suggesting that sign language facilitates rather than hinders early spoken language.

> This article can help me demonstrate a common counterargument to my claim and show why, through reference to a scientific study, it is not true. I plan to briefly summarize the findings of the two experiments conducted to show that the children who were taught sign language had an easier time communicating and that there was no evidence of delay in spoken language development in infants who were taught to sign.

Weiss, Tim. "Sign Language for People with Developmental Disabilities." *Parents Inc*, 26 Sept. 2021, https://parentsinc.org/sign-language-for-people-with-developmental-disabilities/.

> This article talks about how teaching sign language to children with developmental disabilities benefits their language development because they are prone to lesser communication skills. The article particularly discusses the impact with children with lack of social skills or attention spans, such as children with autism or ADHD.

Connecting this to my source that talks about how teaching babies sign language is more beneficial in the pre-verbal stage, I would briefly note that autism and ADHD are typically not diagnosed until well after the verbal stage has begun. This source will help me strengthen my point of teaching signs to all babies so that each has the opportunity for further language development, whether it continues to aid a developmental disability down the line or is only beneficial during the pre-verbal stage.

Aidenofthetower. "Pros and Cons of Baby Sign Language." *WeHaveKids*, WeHaveKids, 13 May 2009, https://wehavekids.com/parenting/Pros-and-Cons-of-Baby-Sign-Language.

Neuman, Ashlee. "How to Teach Baby Sign Language: 25 Baby Signs to Know." *How to Teach Baby Sign Language: 25 Baby Signs to Know*, The Bump, 28 Sept. 2022, https://www.thebump.com/a/how-to-teach-baby-sign-language.

"The Great Baby Signing Debate." *The British Psychological Society*, The British Psychological Society, 18 Sept. 2014, https://www.bps.org.uk/psychologist/great-baby-signing-debate.

"Will Teaching My Baby to Sign Delay His Speech?" *Child Psychology and Parenting*, https://www.child-psych.org/will-teaching-my-baby-to-sign-delay-his-speech/.

Swingley, Daniel. "The roots of the early vocabulary in infants' learning from speech." *Current directions in psychological science* vol. 17,5 (2008): 308-311. doi:10.1111/j.1467-8721.2008.00596.x

Bonvillian, John D., et al. "Developmental Milestones: Sign Language Acquisition and Motor Development." *Child Development*, vol. 54, no. 6, 1983, pp. 1435–45. *JSTOR*, https://doi.org/10.2307/1129806.

White, Carl. "Pronouncing L, R, S, Th, and Z." *The Center For Speech & Language Development*, 24 Nov. 2021, https://www.thespeechlanguagecenter.com/learning-how-to-pronounce-difficult-sounds-l-r-s-th-z/.

LB/

Mental Illness, Physical Disability, and Stigmatization:
the "invisible" phenomena vs the "visible" disability

Thesis Advisor: Dr. Brent King, Psychology Department
Student Pronouns (voluntary): She/her

Thesis/Project Genre(s) – Scientific

Abstract:

My thesis seeks to determine whether individuals with mental illnesses of varying degrees and individuals with physical disabilities are faced with stigma and discrimination similarly or differently. A prominent emphasis will be placed on whether individuals will be more likely to have a conscious bias of something that is visible (physical disability), compared to something that is "invisible" (mental illness). There are distinctions between physical disabilities and mental illnesses, however, it is important to understand that they are not mutually exclusive. As such, it will be important to research and understand their similarities and differences so that further research can be conducted to understand what stigmas individuals face, and how these stigmas can be tackled.

My thesis will discuss the intensity level and amount of stigma individuals feel towards those with a mental illness or physical disability through a research study conducted online. I hypothesize that they will each face stigma and discrimination on a similar level, however, mental illnesses, such as schizophrenia will face the highest level of discrimination. While there may be a variety of outcomes for this research study, I ultimately hope to create a framework for interventions and future research so that individuals who face these stigmas can face less prejudice and be more comfortable with the role they will take in society.

Personal Interest:

In Mexican households, there are two fundamental ideas that parents and many others believe. First, depression, anxiety, and schizophrenia are not real; they do not exist. Two, you are lazy and make excuses for not being productive. You are lazy for lying in bed all day. Diagnosis means nothing, but an excuse. You're in pain because you are on your phone all day. Those doctors don't know what they are talking about, you shouldn't believe everything they say, and the list goes on. An overwhelming number of Latinx individuals simply do not believe in the idea of mental health awareness *or* physical therapy and rehab. My spark of interest arose because of the lack of

understanding and beliefs surrounding mental illness and the lack of help in my own interpersonal relationships and community. Surrounded by individuals whose parents were not supportive, and in many situations, shunned their children for having a mental illness created the question of why? It sparked my interest in the idea of mental illness and the stigmas and biases that surround it. In the United States, there is an increase in individuals getting diagnosed, so why does it appear as though there is still a lack of interventions, understanding, and support for these individuals?

Currently, I have finished all of my core classes for a bachelor of arts degree in psychology. I have studied and taken classes pertaining specifically to understanding the pathology of psychology and mental illnesses. Social psychology deals with social interactions, including how people are influenced by society and the groups in which they interact and identify, or, more specifically the groups that may ostracize them. Additionally, an important course that influenced my thesis was Cognitive Psychology, which surveys the "why," and the "how," the science of how individuals think. As previously mentioned, the community I grew up in was predominantly Hispanic and Latino. I wanted to identify, even though I have grown up hearing very different ideals and thoughts on mental illness, what we could do to change these ideals and thoughts. Identify first and foremost the implicit and explicit biases that people have towards those with mental illnesses. Identify, if any, the biases and perceptions people have towards mental and physical health. Additionally, my second major, Exercise Science, and the core classes have also heavily influenced my thinking. Courses such as "Lifespan Adapted Physical Activity," as well as "Sociological and Psychological Aspects of physical activity" opened my own ideas on how much psychology and understanding of psychology can affect individuals in the exercise science field. As part of the coursework for this class, we worked closely with children with disabilities, ranging on a very wide scale, as young as 6 months old. This influenced my interest in not only the psychology of pathology but also in physical disabilities and what interventions or programs we could do in order to help these individuals not feel ostracized, discriminated or face stigmatization from society.

I want to become a physical therapist. I have been heavily influenced by the psychology of mental illnesses, as well as how understanding that will be incredibly important for me as a professional. Even in psychiatry, there have been stigmas and biases. I would like my future patients to feel confident and safe with me and the services that I can provide. Although a good chunk of physical therapy is working with the body, it is also important to understand that people may have outside factors for why they may be adhering to a physical therapy plan. Are they mentally drained all of the time because of a mental illness? I need to know and understand all of these things so I can provide the most effective plan and help. This is an important topic for my future career because I want individuals to feel comfortable with me, as well as the services and help I can provide, including Latinx individuals.

Larger Context:

Stigma and discrimination play a major role in people's perceptions of themselves and their societal roles. In the United States, mental health issues have become more prevalent. As they become more prevalent, it is important to ensure that all individuals regardless of mental illnesses or physical disabilities are having their needs met. Unlike the increasing cases of individuals being diagnosed with a mental illness, there is not a similar trendline for interventions and help being assessed and studied as seen in studies by Van Horn (2019), and Thornicroft and colleagues (2010). These studies have shown there still remains large portions of stigmatization and overall discrimination towards mentally ill individuals and the treatments surrounding them.

Research regarding how individuals are treated in their daily life have shown that individuals are often faced with prejudice, distress, and anxiety (Crisp et. al., 2018). Having these stigmas can make individuals feel ostracized and limit their opportunities due to others' feelings towards them. Stigma can not only induce negative feelings from and toward individuals, but it can influence how a psychiatric diagnosis is accepted. Dinos and Colleagues (2004) research whether treatment will truly be adhered to by individuals; exploring how people with mental illness will be unable to function or fit in the world and society if unable to adhere. This previous research found stigmas surrounding mental illnesses, focusing on how individuals with mental illnesses may be limited in their societal roles.

Furthermore, it has been found that if there are stigmas to otherwise not very visible mental illnesses, there may also be stigmas toward individuals with visible physical disabilities. This is an important area of research because it will help to further research and expand on the idea of stigmas experienced by an invisible illness, versus stigmas experienced by those with a visible, physical disability. This thesis can help to increase mental health awareness, physical disability visibility, as well as dismantle discriminatory ideals and biases through interventions and education through the findings in the study.

Methods/Process:

In this research project, I will examine how stigma and discrimination play a major role in individuals with mental illnesses in contrast to individuals with physical disabilities. In order to do this thesis, I must create a research study with an abstract, background, method, results, and discussion sections. I will gather participants using the software SONA, who will begin testing through Qualtrics, a system that will aid me automatically in sorting participants into random groups and presenting the survey. Furthermore, Qualtircs will automatically aid me in presenting the survey with an informed consent form, presenting my materials/instructions to the participants,

administering the study, and administering the questionnaires. Submission of this will include getting Institutional Review Board (IRB) approval.

In the research of this study, I will first examine the differences between physical disabilities and mental illnesses and provide a key element to differentiate the two. Mental illnesses and physical disabilities are interconnected, but research on the stigma attached to physical disabilities is sparse. Even more brief is the research connecting and comparing the two. I chose mental illnesses and stigmas attached to them because there is an uprise in the diagnoses of each, and it is understood that this group of individuals in society often feel limited in the roles they are able to take because they are often faced with prejudice, stigma, and fear. I will gather information and results to then discuss in my research paper while finding and exploring how further research and interventions can be incorporated into society.

My plan is to break the survey down into a five-step process, wherein participants will be given a consent form to begin and consent to. Then, all participants will be given a demographic survey. Once they are sorted, participants will be shown one of four variables that will have a picture attached to a vignette: either a control variable or an independent variable (depression, schizophrenia, or physical disability), while keeping in mind the picture that they are being shown. For simplicity's sake, there will be three vignettes total (control, depression, schizophrenia), and two pictures total (disability or no disability). Then, they all will be asked to answer the same two questionnaires (attitudes & perceptions) with a few questions about the individual they read about, both on a Likert Scale. Concluding the study, they will be shown a debrief section to read informing and thanking them for their participation.

This next component will include analyzing the answers and data obtained from this survey and comparing the results to see if there are any differences in stigmatization of those with visible disabilities, vs those who have an invisible illness in comparison to a person unaffected by both in their daily life. The results will most likely be analyzed utilizing the Analysis of Variance Statistical tests. Further statistical analysis and techniques will be utilized to correctly assess results, after consultation with my Thesis advisor. I hope to leave my study up to Psychology students until I am able to attain the number of participants I will need to assess my results and discussion section.

My overall goal is to determine if there are any differences or similarities in stigmatization and attitudes, and determine how these differences can affect individuals on a daily basis. If time allows, I would like to see if there are any interventions that can be implemented in higher education institutions, such as this one, or that those on campus whose identities align with a mental illness or physical disability do not feel ostracized or excluded from society. I hope that this can serve as beneficial to

researchers as I hypothesize that there will be a correlation between the two and the way that we are able to assess them.

Working Bibliography, with Select Annotations

Okoro CA, Hollis ND, Cyrus AC, Griffin-Blake S. Prevalence of Disabilities and Health Care Access by Disability Status and Type Among Adults — United States, 2016. MMWR Morb Mortal Wkly Rep 2018;67:882–887. DOI: http://dx.doi.org/10.15585/mmwr.mm6732a3

This article talks about the consideration of what a disability is and what can be considered one, as well as a few statistics pertaining to people in the US that have a disability. The research finds that people with disabilities face greater barriers than those without disabilities in places like health care and that it is affected particularly by the type of disability a person has. Although not directly linked to mental health and awareness, it is an example and includes statistics on how many individuals are not getting the treatment they need, because they have a disability. In other words, ableism in healthcare. As well as showing the disparity between having a disability and getting treatment/diagnoses for their mental illnesses.

This article can help me with understanding the disability types, what can be and is considered a disability, and include the research statistics found for adults who experience a disparity in health care by the disability type, as well as figure out if this was limited due to their physical disability and if that bleeds even further to be limited in access to mental health interventions and help. It also helps give me an idea for how to make healthcare, which includes mental wellness checks more accessible, as well as outreach and developing and improving interventions.\

Crisp AH; Gelder MG; Rix S; Meltzer HI; Rowlands OJ; (2018, January). *Stigmatization of people with mental illnesses*. The British journal of psychiatry: the journal of mental science. Retrieved March 2, 2022, from https://pubmed.ncbi.nlm.nih.gov/10945080/

This article talks about the idea that persons with disabilities often are faced with social handicaps as well as distress and prejudice due to the fact that they have a mental illness. The research finds that those who had a mental illness such as schizophrenia were more likely to be seen as unpredictable and dangerous, and that had different mental illnesses such as depression were seen as hard to with. Although not linked to physical disability, this gives an example of the prejudice and distress those with a mental illness also face on a daily basis. In conjunction, it can be understood that these differences and disparities [word

to emphasize?] contribute to the feelings of distress and social isolation that oftentimes persons with mental illnesses face in areas of employment, education, and social settings alike.

This article will help me because it has specific examples pertaining to individuals with varying degrees of mental illnesses as well as the discrimination and prejudice they face, along with a replication of previous studies done on this subject, while incorporating the "Perceptions" and "Attitudes" Questionnaire, after having read a vignette, a classic study done to determine whether there is stigma and discrimination elicited on individuals with a mental illness of varying degrees.

Link, B. G., Cullen, F. T., Frank, J., & Wozniak, J. F. (1987). The social rejection of former mental patients: Understanding why labels matter. American Journal of Sociology, 92, 1461–1500. http://dx.doi.org/10 .1086/228672

This article talks about the labeling theory, a vital aspect of people's lives, especially those with mental illness and can be in instances applicable to those with physical disabilities. The research shows that the labeling theory should be taken into account when discussing social factors and frameworks of interventions for persons with mental illnesses. This is specific to those who have been hospitalized before, and although not linked to physical disability, many of these individuals go through similar experiences and will face the detrimental effects of this labeling theory.

This article will help me to better understand how labeling theory works and how it can affect an individual in many aspects of their life. This will help me better differentiate between someone who is being stigmatized based on this theory, and compare it to my research question of a visible vs invisible aspect of a person's identity and the stigmas associated with them. Additionally, it gives me background knowledge on mental illness stigmatization on a more institutionalized level than just on a day-to-day basis.

Significance of Mental Health and people with disabilities. UDS Foundation. (2022, March 14). Retrieved October 26, 2022, from https://udservices.org/mental-health-and-people-with-disabilities/#:~:text=Peo ple%20with%20disabilities%20face%20many,mental%20health%20and%20me ntal%20illness

This article talks about how disabilities and mental illness are not the same, and by definition hold differences as different entities and as such should be assessed as two separate things. This is important to note because they can become blurred, however, there is discourse and research in this article showing

that persons with disabilities in general face many barriers on a daily basis, including physical, and stigma barriers as well as negative stereotyping. Thus, people with disabilities are even more susceptible to poor mental health and mental illness, making the lines separate and separating the idea they can be classified as the same or as one.

This article will help me to make deductions based on my own hypothesis, as well as the expected results of my research. It will help me understand the background of the two entities, and how they can be classified as one, but still, be separated as two entities. It will also help me to show and create my methods section using three variables with clear lines on the definition of each and how they may be treated, which in itself will help future research and interventions on the topic.

Dinos S; Stevens S; Serfaty M; Weich S; King M; (2004). *Stigma: The feelings and experiences of 46 people with mental illness. qualitative study*. The British journal of psychiatry: the journal of mental science. Retrieved March 18, 2022, from https://pubmed.ncbi.nlm.nih.gov/14754832/

This article talks about the personal experiences those with mental illnesses experience on a day-to-day basis while touching on the stigmas and the consequences of feeling those stigmas from others. Specifically talking about how those with mental illnesses of varying degrees such as depression experienced more patronizing attitudes from the public. The research found that due to these stigmas, there was a high chance that psychiatric diagnoses were accepted and treatment adhered to based on these results. Additionally, how certain perceptions have the opposite effect and in turn can actually be positive and helpful for some.

This article will help me because it touches specifically on stigmas experienced in places of higher education, and will help me build a treatment or intervention based on the helpful perceptions and positive perceptions that have, in previous research helped with the adherence to treatments and destigmatizing diagnoses. Although not linked to physical disabilities, it will help give me an idea of the disparity in acceptance of diagnoses, and how even in places made to help individuals with their mental illness, there can still be negative stigmas surrounding them, and no help provided.

MC/

The Environmental Effects of Fast Fashion

Thesis Advisor: Shaun Huston, Geography & Sustainability
Student Pronouns (voluntary): She/Her/Hers

Thesis/Project Genre(s): Scholarly

Abstract:

This thesis will analyze the cost of clothing production on the environment and what companies are trying to do to solve this issue. Currently, many companies have been creating cheaper clothing at lower costs, enabling people to purchase more clothing than is necessary—creating a new category of fashion called fast fashion. However, the downside of fast fashion is that brands tend to create products with little regard for the environment. In this thesis, I will explore this issue by examining several companies and their production practices to determine some of the best solutions we have so far. While many companies have been choosing not to take action, some have made advancements by using alternative materials to create new products. However, many are only partial solutions to the issue and don't fully solve the problem at hand because every new production comes at a cost. Since this is such a complex issue, there is not only one best solution. As a result, I will address solutions based on their pros and cons to help narrow down some of the best solutions we currently have and what to avoid. This thesis aims to help the average consumer make a more knowledgeable decision about what they buy so that everyone can take steps forward in making changes to help the environment.

Personal Interest:

While studying abroad in Germany over the past year, I was exposed to how different people live in other parts of the world. One main difference that caught my attention was how thoughtful people were about the environment. This I saw not just in Germany alone but across many other countries in Europe. I was surprised to see people hang their laundry outside their houses and see that as an everyday thing. Very few people use a dryer in Europe. I was even more shocked to see how much of a social norm it was and how society chose not a more leisurely route but a route they knew would be more beneficial. Here in the U.S, people would assume you to be crazy for hanging your laundry, but because it was a social norm in Europe, no one batted their eyes. When I first arrived and used one of the dryers, my roommate spoke to me and said, "Don't you know how bad that is for the environment?" Drying my clothes was regular until then, and I never thought someone would criticize my actions for doing so.

Ever since living in Germany, this constant thought has lived rent-free in my head. As with every action I make, I question how bad this is for the environment and how I could choose a better alternative. Because this is something that I think about quite often, I wanted to look further into this subject and analyze how overconsumption affects our environment, particularly the clothing industry. Currently, I try to make sure that what I am buying is the best choice from my options and not buying more than what I need. However, I also know that things that are better for the environment often come at a higher price. As a college student, it is essential to keep costs in mind because my finances are limited, so it sometimes forces me to choose between the cheapest option or no option at all.

I want to look further into this subject to become a more conscious consumer so that, in the future, I can make more knowledgeable decisions when purchasing clothing and advise others to do so. To do so, I want to look into the best industries to buy from by looking into which fabrics are more sustainable. Because this is a global issue, it is also an issue of politics because it affects everyone despite where one lives. As a Political Science major, I have done numerous research projects looking into problems similar to this. Doing more advanced research will further help me build my skills as I progress in my field of study and also help me become more educated and aware about an issue that I am interested in learning more about.

Larger Context:

As a society, we currently consume much more than we truly need, especially in clothing. Nowadays, Gen Z has been labeled as the consumer generation, as this generation is consuming more than any other in history. Fast fashion brands such as Shein have been creating cheap clothing that people can quickly and easily purchase when something is in style. Brands have also been using social media to influence people to buy their products. Business tactics such as these entice people to buy more than they need, which comes at a high cost for the environment. This will continue to be a problem unless we, as a society, collectively choose to alter our behavior and hold businesses accountable.

Overconsumption of clothing is a serious issue, as professor Ngan Le states, in an article in the Economist: "The fashion industry is currently responsible for more annual carbon emissions than all international flights and maritime shipping combined" (2020). In addition, these High increases in pollution over the years have also been found to contribute to an increasing number of natural disasters, such as floods, droughts, and forest fires, personally affecting people all around the globe, especially in poorer regions. This is a serious issue that many people need to know about, as much of the focus of environmental protection is on transportation. However, overconsumption

of clothing is also a large part of the conversation that can be easily prevented by limiting unnecessary purchases and using what we already have.

Because of these concerns, companies have been working towards finding better options to limit the environmental effects of clothing production. For example, companies like Patagonia have started producing clothing out of hemp. Hemp fibers not only last longer and therefore make our clothes last longer, but hemp also requires much fewer resources to grow, unlike traditional cotton (French). In addition, the world's largest sports clothing brand, Nike, has also been shifting towards producing clothing out of recycled water bottles. However, because there is little research in the environmental clothing industry, researchers have found that solutions like these are not a complete solution to the issue at hand and sometimes lead to additional problems (Brooks).

Nevertheless, we all need to hold ourselves responsible for the consequences our purchases make because our current standard of living of continuous consumption is unsustainable and detrimental – not only for ourselves but also future generations who will be left to deal with a progressively worse and irreversible environmental problem. On an individual level, we need to start taking action on this issue, even if it is only one small step at a time to tackle this vast and complex problem. For this reason, I will dive further to see what companies and products we, as consumers, can search for to help alleviate some of these circumstances.

Methods/Process:

In this project, I will look into over-consumerism, particularly in the clothing industry. I will mainly focus on sustainable clothing and whether it is a realistic and practical alternative. I will do this by looking into three different various companies based on their effects on the environment. For this I will examine a company that is known for being detrimental to the environment; second, a company that is working towards turning their company around to help the environment; and lastly, a company that has been known for being committed to helping the environment. The first company I will examine is Shein, a fast fashion company known for being environmentally harmful. Shein has been the leader of the fast fashion industry for many years and has been notorious for its cheap and affordable products. However, because these products are cheap, they last only a short time. For the second company, I will look into a corporation that has been trying to move slowly toward creating sustainable products, such as Nike. Lastly, I will look into a company that has been known for their progress in the sustainable industry, such as Patagonia. Patagonia has been solely focused for many years on producing the most sustainable clothing and has been a game-changer in the sustainable clothing industry.

After looking into each of these companies, I will examine their practices by first looking into their products, especially the created fabrics. The longevity of the product, and the materials and chemicals being used to create these products, may contribute to water or air pollution. Then I will look into where these companies are sourcing their materials because everything goes into making these products, also contributes to the product's effects on the environment, such as how much water is used to grow the materials and the chemicals used to treat these crops. Lastly, I will look into the price point to see if these products are reasonable for most people. If I have additional time, I will also look into different companies that have made great strides in the sustainable clothing industry to see what additional practices are being used to solve this issue.

Once I have gathered all this information, I will assess each company's production practices to weigh the pros and cons of different brands and materials being used, so that in the future, I can make better decisions and inform others on how they, too, can make better purchasing decisions. I know that not many people will be reading my thesis project. However, having it on the Honors Digital Commons Website page may inform others more about the issue, encourage people to change, and possibly show businesses the routes other companies are taking to advance their products. Once I have published my thesis, I will know I have done something to help make at least a small change to help the environment.

Working Bibliography, with Select Annotations

Hanbury, Mary. "How China's Most Mysterious Billion-Dollar Company, Shein, Won over US Teens and Became TikTok's Most-Hyped Fashion Brand." *Business Insider*, Business Insider, 5 Oct. 202AD, https://www.businessinsider.com/shein-china-billion-dollar-company-fast-fashion-brand-2021-8.

> The author briefly explains how the famous brand Shein quickly rose to be the largest fast-fashion retailer. The author explains how the small company started in 2008 selling wedding dresses and now has grown into a large consumerism empire of quick, easy, and accessible fashion. The article also explained how paid influencing plays a large role in the viral trends we see nowadays and how the company is able to sell so many products and reach so many people, through the internet, specifically through Tiktok.

> This source was valuable because it explained how the company's cheap, accessible clothing goes viral, leading to mass consumption of a single product. This further adds to my research as it explains how the company is able to sell mass amounts of products, and why so many people are convinced to buy them. This article shows just how much of an impact influencers and celebrities have on product sales. Finally, this source also gave me a sense of the company's business

practices as it uses mainly social media strategies to sell its products. Influencing millions of young people around the globe to buy cheap affordable products.

Le, Ngan. "The Impact of Fast Fashion on the Environment - PSCI." *Princeton University*, The Trustees of Princeton University, 20 July 2020, https://psci.princeton. edu/tips/2020/7/20/the-impact-of-fast-fashion-on-the-environment.

This article goes in-depth about how fast fashion affects our environment through water pollution to microplastics found in our food and ocean life. Additionally, Fast fashion has led to the overconsumption of clothing because the clothes sold are cheap, it causes people to purchase more. Over time, these fast fashion clothing items lose value, and are quickly tossed into landfills.

The article helped me understand how fast fashion ultimately affects our environment. The article also explained how certain clothing materials pollute water and lists several solutions, such as swapping fabric for more eco-friendly alternatives. The author concludes that the best way to combat the issue is to make sure one is mindfully purchasing their products and paying attention to the materials being used.

Edwards, Carlyann. "What Is Greenwashing, and How Do You Spot It?" *Business News Daily*, 5 Aug. 2022, https://www.businessnewsdaily.com/10946-greenwashing.html.

The article discusses a popular term called "greenwashing" and explains its meaning. Overall the term is used when companies try to sell products by making them seem more environmentally friendly than they are. Most of the time, these companies are making an effort to improve their products; however, not a substantial amount, but rather just enough to support their claim and advertise that their products are presumably better for the environment in hopes of selling more products.

The article helped me understand the terminology used when companies are called "greenwashing". It explained how companies have been trying to strategize by labeling their products to be eco-friendly, to convince people that they are making an environmentally conscious choice. However, in reality, these companies continue to sell cheap products to make a profit, without actually making significant changes to their products.

Brooks, Andrew, et al. "Fashion, Sustainability, and the Anthropocene." *Utopian Studies*, vol. 28, no. 3, 2017, pp. 482–504. *JSTOR*, https://doi.org/10.5325/utopianstudies.28.3.0482. Accessed 4 Dec. 2022.

This source talks about how the famous brand Nike and other companies have been taking significant strides to make its products better for the

environment by using recycled plastics to create new clothes. However, fabrics made out of plastics are creating an additional problem. As these clothing items are washed, microplastics leak out of the clothing and into the water, further polluting our environment and harming ocean life.

This source showed me what companies are doing to try to become better for the environment and what this may look like. However, by trying to solve one issue, companies are creating an additional issue. Nike may be helping the environment by reusing recycled materials, but they are still polluting our water through the products they create and are not solving the issue. This shows that companies still have a long way to go to make their products more sustainable, and must do more scientific research.

Pucker, Kenneth P. "The Myth of Sustainable Fashion." *Harvard Business Review*, 14 Jan. 2022, https://hbr.org/2022/01/the-myth-of-sustainable-fashion.

This source states that people should not be focusing so much on whether products are sustainable but rather on how much people are consuming, as over-consumption is the more significant issue. Because no matter what the product is made from or how sustainable a product is, production and consumption still affect our environment. Therefore, it is better to keep using the clothes we already have rather than throw them out and buying new clothes.

The source narrows down to what the best possible solution we currently have is. Ultimately, we need to be more careful about how much we buy because no matter how sustainable, consuming products still hurts our environment. The consumption of products impairs the environment in many ways that many people do not even consider. Such as the production process, the materials used, and even the transportation used. All this still affects the environment negatively.

https://goodonyou.eco/how-ethical-is-patagonia/

https://www.thegoodtrade.com/features/sustainable-clothing-fabrics

https://www.vogue.in/fashion/content/why-is-sustainable-fashion-expensive-the-cost-of-ethically-produced-garments

https://www.vogue.co.uk/news/article/nike-move-to-zero-sustainability.

https://www.oxfam.org/en/5-natural-disasters-beg-climate-action

https://www.patagonia.com/stories/hemp-is-back/story-72340.html

SD/

Equitable Education for English Language Learners

Thesis Advisor: Maria Dantas-Whitney, Teacher Education
Student Pronouns (voluntary): she/her

Thesis/Project Genre(s) – Pedagogical

Abstract:

The United States is undergoing a demographic transformation that results in a higher number of children who do not speak English as a primary language in elementary classrooms (classified as English Language Learners, or ELLs). There are many different methods used to accommodate the lack of English proficiency that these students have, but these methods are not standardized across schools, and some are more effective than others in providing an equitable educational experience for ELLs. This project seeks to address this issue with a pedagogical approach by providing a review of the three most commonly used methods to recommend the most effective method (the bilingual approach), which helps students to acquire language proficiency while developing content knowledge.

Although the bilingual model is the most effective, it takes more resources and education to implement, which is not feasible for most schools. Since the bilingual program can be unrealistic to implement in many schools, I will create a list of lesson-delivery strategies that can be utilized by all elementary school teachers so that ELLs present in the classroom can be accommodated despite the potential lack of effective methods. These strategies will be demonstrated in lesson plans based on second grade curriculum to demonstrate how these strategies can be implemented in the classroom to provide the most equitable learning experience possible for ELLs.

Personal Interest:

Ever since I was a kid, I knew I was going to be an elementary school teacher. I would teach what I learned each day in school to my siblings when they would cooperate and to my stuffed animals when they didn't. Both of my parents are teachers, and I grew up learning the ins and outs of being a teacher and all of the complex realities that teachers face. One of these realities that teachers face is classes with students whose native language is not English. I did not fully understand this reality, however, until my family moved to China for two years when I was starting high school. They taught at an International school in which the content was delivered in English, but the majority of the students in every classroom spoke a language other than English at home. I was able

to see the struggles that these kids faced every day to acquire English language skills while continuing to learn the challenging curriculum provided at this school. I could see first hand which teachers were able to better communicate and teach their students and which ones couldn't. My parents would always come home and talk about the additional struggles these students faced while pursuing an education and strategies they could use in their classrooms to help them succeed. Additionally, I was able to empathize with these students more as I struggled to learn another language: I was placed in a mandarin classroom (as required of all students), and I struggled every day to acquire language patterns, vocabulary, and understanding needed to read and engage with the materials presented in that class. This experience heightened my awareness of and interest in this topic.

Now, in my third year of studying to become an Elementary school teacher, I am exposed to this topic again, as it will be my responsibility as a teacher to provide an education for students whose primary language might not be English. All Ed majors have to take a class that introduces the topic of culturally and linguistically diverse classrooms, which are becoming more and more prevalent in schools across the United States. We learned about the challenges that these students face in the classroom and learned ways to accommodate and provide learning for these students, despite having a different set of linguistic skills than native English speakers. However, the main thing that this class taught me is that there is currently a lack of standardization of methods to help these students succeed at the same level as their English speaking counterparts, and the methods that typically give greater success come with a higher cost in money and resources. Many methods result in a lack of content knowledge, social skills, or academic language development, whereas others are simply too expensive to be realistic in many schools. I began to worry, knowing that this problem would soon become very real to me when I enter a classroom with culturally and linguistically diverse students.

In the future, I hope to be an educator who can provide an equitable educational experience for all students in my classroom, no matter what their primary language may be. All students should have the opportunity to receive a quality education and are legally entitled to one by the United States government. Right now, with the current options for accommodating and serving English language learners in the classroom, I don't feel fully prepared to handle this responsibility. I hope that through exploring the options for accommodating EL students and providing solutions for how to make them more effective, I will help myself to become a better educator for the future students that I serve. I will be able to implement the methods and strategies that I discover through this thesis in my future classroom to better educate all of my students.

Larger Context:

According to the United States Department of Education, between 2009-2015, the amount of ELLs have increased in over half of the states, with some increases reaching over 40% (n.d.). This number has only increased since then, making ELs present in the majority of classrooms around the country. This means that all teachers will need to be equipped to accommodate ELs in their classrooms. According to the *Every Student Succeeds Act,* teachers are required to provide accommodations for these students and develop systems of accountability to ensure that ELs are receiving a quality education (U.S. Department of Education, n.d.). This is becoming more and more relevant to all teachers with the increasing numbers of ELs that they encounter in their classrooms.

To accommodate ELLs and help them succeed, there are a wide variety of methods implemented. All the methods fall under one of two categories: bilingual approaches or monolingual approaches (Minaya-Rowe, 2019). There is no standardization among districts or states as to which method is utilized in schools, and implementation often is a result of the amount of resources that a school has rather than which model is the most effective for EL students. The result of this discrepancy between schools results in some EL students receiving a poorer quality education than others. According to Minaya-Rowe, Bilingual approaches are of higher quality because they allow students to "learn academic content" at the same time that English language is taught, which is a significant advantage compared to monolingual programs, whose curriculum often overlooks "content mastery" (2019). Many of the curriculums provided for ELLs is "watered down" and therefore does not promote language or content mastery within this student demographic. This situation culminates in the fact that 69-90 percent of EL students who have been in U.S. schools since kindergarten still have not achieved "the academic proficiency to succeed in the all-English mainstream classroom.' (2019).

The fact that ELLs are not succeeding in language proficiency –and subsequently falling behind in academic content – points to a problem with the education that ELs are receiving in Elementary school. There is a need to implement the most effective models so that students can succeed later on. Unfortunately, the most effective models, such as those that incorporate the bilingual approach, are often not feasible to implement in the majority of schools, whether that is due to a lack of funding or resources, a high level of diversity among the languages spoken among students, or the lack of teachers with bilingual training. However, there are strategies that teachers can incorporate within their instruction to support the learning of EL students, including culturally relevant instruction, the utilization of the student's first language as a tool, explicit vocabulary instruction, providing models for complex assignments and ideas, and scaffolding (Li, 2013). This project will seek to address the fact that most schools do not implement the

most effective models for EL education by compiling and demonstrating effective strategies that teachers can use to ensure that the EL students that will be present in elementary school classrooms have the best chance for success.

Methods/Process:

In this pedagogical project, I plan to address the problem of inequity in programs available to EL students in elementary schools and make a case for the need to standardize methods that are accessible to all districts and teachers.

I will first analyze the benefits and drawbacks of three widely used programs that are implemented in Elementary schools today in order to demonstrate why current models fail to fully accommodate the learning needs of Els. The programs that I address will most certainly include the pull-out model, which is the most common but arguably the most problematic. The next model I will analyze is the bilingual approach, a method that is highly effective but takes many resources to implement. The third program I plan to analyze is one that will be in-between these two approaches to ensure that I have covered the widest range of programs possible. In analyzing these programs, I plan to look for two factors: how effective it is for the student to be able to acquire language skills *and* content knowledge and how easily it can be implemented in schools, considering both budget and available resources. After having analyzed the programs that are currently used in school districts, I will make a case for which program is the most effective and equitable for ELLs (the bilingual approach).

I will then seek to address the fact that this program is extremely unfeasible for most schools to implement due to the fact that it requires a lot more resources and education on the part of the teachers. Due to the impracticality of the bilingual approach for most schools, I will put together a list of strategies for ELL education that utilize components of the bilingual program and that also draws from beneficial aspects of the other programs I have analyzed. These strategies will be limited to lesson delivery techniques. The goal for these strategies is to aid these students in both acquiring language skills as well as content knowledge. These strategies will be ones that all teachers will be able to implement in their classrooms, regardless of available resources or the level of additional education that teacher has received.

After creating the list of strategies, I will then create a lesson plan for fifth grade language arts. This lesson plan will incorporate Common Core Standards for native English speakers as well as ELL students. If time permits, I will create a lesson plan in each of the additional core content areas that utilize the strategies for lesson delivery.

After I am done with this project, I will have reviewed the current methods for teaching and accommodating ELL students, recommended the most effective method, and addressed the gap between available resources and providing the most equitable

and effective education for EL students in elementary school. I hope to be able to implement these strategies in my own future classroom to ensure the success of all of my students. In addition, this project will be published online, and could be beneficial to other elementary school teachers should they choose to read this thesis.

Working Bibliography, with Select Annotations

August, D. (2018). *Educating English language learners: A literature review*. American Federation of Teachers. https://www.aft.org/ae/fall2018/august

Bell, D. & Bogan, B. L. (2013). English language learners: Problems and solutions found in the research of general practitioners of early childhood. *The Journal of Balanced Literacy Research and Instruction 1*(2) 18-21.

Bell and Bogan give a very thorough yet concise overview of problematic programs and training regarding ELL instruction. First, they outline specific issues and needs that ELLs have. They argue that teachers are not prepared for the complex set of needs and instruction that ELL students will acquire, and current methods, such as the pull-out method, for instructing ELL students are ineffective and contributing to a lack of success in their learning. They also propose changes that should be made to classroom instruction to better support these students.

I will use this source to highlight why current methods of instruction are not effective in meeting ELL students educational needs. This source will also provide a starting point for introducing methods that would be more effective in accommodating ELLs, although it doesn't go into as much detail in this section. This source will be mainly used to help me address what the current methods for instruction are regarding ELLs and why they are not working.

Ferlazzo, L. (2020, October 26). *Nine mistakes educators make when teaching English language learners*. Education Week. https://www.edweek.org/teaching-learning/opinion-nine-mistakes-educators-make-when-teaching-english-language-learners/2020/10

This source details common mistakes and misconceptions that educators hold surrounding ELLs, and how that influences lesson delivery and planning. Specifically, this article delves into the body language and tone of teachers as they deliver instruction and how that impacts kids' learning, common assumptions that educators make – lack of background knowledge, underestimating ELLs learning abilities and proficiencies, etc. – and mistaking equality with equity, all of which can lead to lack of appropriate content delivery for ELLs.

This source will be essential in helping me address what is currently not working in classrooms that are trying to educate ELLs. As I plan to focus specifically on how current lesson delivery denies ELL students access to content knowledge, this source will be key in identifying specific problems within the current mindset and actions towards ELLs. I plan to use the assumptions that teachers make about ELL students (mentioned in the above paragraph) to help prove that ELL students are getting 'watered down' content knowledge because teachers don't believe these students will not be able to understand grade-level content, and thus don't provide the tools they need to be able to access it.

Haynes, J. (1997) *Challenges for English language learners (ELLs) in content area learning.* https://sac.edu/AcademicProgs/ScienceMathHealth/MathCenter/PDF/Tutor%20Training/Module%204/Challenges_%20Tips%20for%20English%20Language%20Learners.pdf

Li, J. (2012). *Principles of effective English language learner pedagogy.* College Board. https://files.eric.ed.gov/fulltext/ED562799.pdf

This source gives an overview of the best practices to utilize when delivering instruction to English language learners. It focused on appropriate curriculum, effective instruction, vocabulary building and language acquisition, and teaching/incorporating the four primary language skills into the classroom. This content was primarily developed for middle school/high school, but the concepts can be applied to elementary classrooms with accommodations for the difference in curriculum.

This source will be instrumental in bridging the gap between current methods of instruction and when ELLs need to be at (both linguistically and educationally). Obviously, based on other research, current methods for instruction are not addressing ELLs needs, so this source will help me to supplement and change current methods to better meet the educational and linguistic needs of ELLs. The most helpful sections will be the effective instruction and language acquisition sections, as they will both need to be addressed in order to ensure students develop language skills while continuing to develop content knowledge.

Lucas, T., Villegas, A. M., Freedson-Gonzalez, M. (2008). Linguistically responsive teacher education: Preparing classroom teachers to teach English language learners. *Journal of Teacher Education 59*(4) 361-373. https://journals.sagepub.com/doi/pdf/10.1177/0022487108322110?casa_token=ywmy9LcWo_kAAAAA:_xUbwdm9A9_mUUJyY_WY7amK1Ph6i-lfbPlvsMI9NZLPk5pNBgt8SjsczHhJ9ToL8tpLxuG8Q5yvDw

Markos, A., & Himmel, J. (2016). *Using sheltered instruction to support English language learners*. Center for Applied Linguistics. https://www.cal.org/siop/pdfs/briefs/using-sheltered-instruction-to-support-english-learners.pdf

Minaya-Rowe, L. (2019). *Options for English language learners*. American Association of School Administrators. https://www.aasa.org/schooladministratorarticle.aspx?id=4140

This source overviews the specific models currently available to ELL students and implemented into schools in an attempt to help students learn English while continuing content acquisition. This source provides a look at bilingual and monolingual methods. It also overviews the pros and cons of these methods, demonstrating how they do or do not meet the educational needs of ELLs.

This source will be instrumental in determining the problems with current ELL practices and delivery methods. Having a detailed overview of current practices with both benefits and disadvantages will allow me to show how these methods (specifically pull-out methods) are not enabling students to learn both content and language simultaneously, thus continuing the educational gap between ELLs and their English native counterparts.

U.S. Department of Education. (2020, January 16). *Developing programs for English language learners*. https://www2.ed.gov/about/offices/list/ocr/ell/developing.html

This source is a government resource given to educators and schools in order to help them develop and implement an effective ELL program. It gives criteria that need to be included, the overall goal of the program – which is to assist ELLs linguistically while helping them to continue to learn grade-level content – and ways to measure the program's success.

This source will be valuable in the later sections of my thesis as I attempt to provide better methods of instruction and detail how to measure their effectiveness. I can use these standards and criteria to base my suggestions on as well as use this criteria to determine whether or not my methods of instruction are effective in serving ELLs.

U.S. Department of Education (n.d.). *Our nation's English learners*. https://www2.ed.gov/datastory/el-characteristics/index.html#intro

This source gives an overview of the current demographics in the United States relevant to English language learners (ELLs). This overview is backed up with specific statistics by state and county regarding the number of ELLs compared to

the total number of students. In addition, this source provides racial and ethnic breakdowns among ELLs, other factors (such as homelessness or disabilities) that are prevalent among ELLs, and common languages spoken among ELL students.

This source will be integral to my thesis because it helps to establish the need for better ELL programs and services by providing concrete data surrounding ELL students in the state of Colorado, and specifically the Central School District. This data shows that ELLs are becoming more and more prevalent in all school districts, and thus it is important as educators to continue to hone methods to provide the best education possible. The statistics from this source show a definite need to find ways to accommodate ELLs in the classroom, as well as the information needed to talk about the changing demographics among classrooms and within ELL communities.

EG/

Try, Tri Again

Thesis Advisor: Brandon Claggett, Physical Education
Student Pronouns (voluntary): He/Him

Thesis/Project Genre(s) – Wellness Project

Abstract:

For a beginner athlete, the prospect of participating in their first triathlete event can be daunting. The purpose of this paper is to assuage some of those fears by determining the best practices for beginner triathletes to perform to the best of their abilities while reducing the risk of injury or burnout. With the rising popularity of triathlon events in the United States, there has been more and more research done on this issue. Using this established research will help the author in both the physical and nutritional aspects of training. This wellness project will focus on the components of a successful training regimen, including setting achievable goals, using a variety of different workout styles focusing on different parts of the body, and staying motivated. In order to complete this project, the author will follow a specific training plan – the "Original Sprint" plan – and log his weekly progress. The paper will also examine his mental and physical health after running the triathlon, to see if there are salient benefits or drawbacks to this increase in physical performance over the period of training and the actual race itself.

Personal Interest:

When you're depressed, something a lot of sources will tell you is to try and be more active. This suggestion is usually met with rolled eyes and some gnashing of teeth. It feels reductive and condescending, especially if you don't necessarily love to be active. There can also be a lot of barriers to working out, be they physical or mental. So imagine my good-natured frustration when I realized that working out actually has a tangible effect on my mood. As annoying as it seems at first, getting out of your room and moving really does help. Still, something else anyone will tell you is that it can be hard to stick to any sort of plan or regimen when it comes to working out. One day you decide going out is more important, another time you have too much homework, and all of a sudden it's been two weeks since you did any sort of exercise. Therefore, there is this powerful push and pull between knowing that working out is important for you personally, and not wanting to do so.

That is one of the facets that influenced my decision to pursue this project. I am planning to complete my first triathlon in August 2023. This will be a challenge, as even though I am an avid hiker and make an effort to stay active, running a race such as this will definitely be a new challenge. It is always easier for me to do as much strenuous activity as before being forced to stop, and running a triathlon is not conducive to this type of exercise. It requires a steady pace that you can keep up for hours at a time. So, this project appeals to me personally because it will require me to develop a fitness plan and stick to it in order to be fit enough to run this race.

Another factor influencing my choice is the amount of growth afforded to me. As mentioned earlier, long-distance activity will require a pivot on how I currently train and work out. Swimming as well may pose some challenges. More than that, however, will be the bicycle portion of the race. I am a novice at bicycle riding, having never done it in any sort of racing capacity. Life's many changing circumstances got in the way. This has been a source of shame in my life because it seems like everyone should know how to ride a bike, and I was never able to quite reach that level. Still, I am confident in my ability to overcome these difficulties. I work out consistently already and am a hiking enthusiast. In my hometown, I play in a volleyball club team. While I have a lot of room for improvement, I have the baseline physicality to start this journey. What is a more tangible way of showing growth in my wellness journey than learning an entirely new skill, and pushing that new skill to a competitive level?

Finally, this race (called the Aukeman Triathlon) is something that my brother has done in years past, and he will be registering again this year, along with his wife. That alone injects me with a sense of friendly competition, to be able to do something that my elder sibling has done before, and keep time with him. Running this race with them will encourage me to do better, to train harder, and that will make the simple reward of finishing all the sweeter.

Larger Context:

Triathlons are hard work. Intrinsically, they contain three very different types of exercise, and additionally require a high level of stamina to complete, as there are no breaks between the three sections of the race. Despite this, more and more people are competing in triathlons every year. In 2015, 4.2 million people competed in them, a marked increase from five years prior. Even in 2021, more people competed than ten years prior (Statista.org). With this increased level of participation, it has become important to fully answer questions about the best practices for training for these races, as well as the potential health concerns that go along with this type of strenuous activity. While these races are far from new, the higher quantity of racers means that time should be taken to review and update old research on the topic of triathlons to see if they still hold true today.

The exercise required to train and eventually run these races is intense. It requires a great amount of time, energy, and motivation to get to the level where it is feasible. While exercise is beneficial in its own right, triathlons have specific benefits. These include cardiovascular health, bone health, and even brain health (TeamUSA.org). The benefits that these regions of the body receive comes from the type of exercise being done: load-bearing activity helps the bones become strong, running and swimming improve cardiovascular health, and strenuous exercise increases blood flow to the brain, which can strengthen our minds and memories. A 2014 study looked at individuals' levels of white matter can be improved upon by aerobic exercise(Burzynska et al.,). The study looked at three groups of people with varying levels of aerobic activity: sedentary, light activity, and vigorous activity. They found that a healthy mix of light and vigorous activity slows the death of white matter in your brain, which facilitates communication across the brain. All three legs of a triathlon race count as "aerobic exercise", so there is a measured impact on brain health in running and training for a triathlon. While all these benefits can and do happen without specifically training for a triathlete event, the combination of skills that hit all three of these regions are the same one would need to train for a triathlon.

Also of interest in the conversation about triathlons and physical well-being is the potential drawbacks that can occur from training and running. Extended training leading to health problems and horror stories about people collapsing on race day can lead to fears that triathlons may be more dangerous than they're letting on. Do these fears have a basis in fact? As far as current studies show, not particularly. An article written in 2014 found that triathlons are healthy endeavors for most individuals. Most negative effects, such as fatigue, dehydration, and lessened immunity against disease, are temporary, only lasting a few days after the event takes place (Vleck et al.,). Dr. Aaron Baggish, a lead doctor at a Harvard cardiovascular program says that the rate of issues with triathletes is "really, really low" (Harvard Health).

Problematically, relatively little research has been done specifically about triathlete experiences (MDPI.org). Instead, most of the focus has been on the components of the race, like studies looking only at running or biking, not looking at the whole of a triathlon race. This is an issue because it is not enough to look at the legs of the race as separate events, instead of the continuous, single event that triathlons truly are. Researchers, and those looking for tips and ideas, are often forced to extrapolate from said "focused" studies to apply them to triathlons. Factors like stamina and burnout are not adequately accounted for when researching how this affects bikers or swimmers. After all, there are little to no breaks between any of the legs, so researchers and racers alike must have an understanding of the full race. Researchers unilaterally agree that more studies should be conducted in order to stem this gap(Vleck et al.,).

Methods/Process:

Starting off with the research aspect of my project, I have compiled a list of helpful research that will assist in setting realistic training goals. First, I will be using Jeukendrup's "Nutritional Considerations in Triathlons". This article is important because I will need to do a large reexamination of my eating habits, and Jeukendrup goes into detail about how, what, and when to eat. Another essential part of the research required for this project is finding the correct training plan that works for me. After extensive research, I have decided to go with the "Original Sprint" training plan(Beginnertriathlete.com). I go more into detail about this plan in the next paragraph. Finally, I will use Joshua Burns' article about triathlon-related injuries, especially as they pertain to overuse injuries, to inform myself on how *not* to go about this, in order to stay as healthy as possible.

I will begin by using the "Original Sprint" training plan to start getting ready for the triathlon. The plan described is specifically engineered for a sprint triathlon – the shortest official type of triathlon, under which the Aukeman 2023 race falls. In order for this plan to be viable for me personally, I will need to be able to bike, run, and swim without stopping for twenty minutes, a goal that will be reachable with the proper knowledge and training. The initial phase of measurement will involve me getting up to that level. Once there, this method involves a slow ramping up of the different components of the race throughout the thirteen weeks prescribed. Starting with swimming, the plan recommends swimming for fifteen minutes on Monday, following it up with a twenty-minute swim on Friday. Similarly, I will need to bike for 30 minutes on Wednesdays and Sundays and run for a twenty-minute block on Thursdays. Tuesdays and Saturdays are my "off days", time meant to rest and recuperate.

Even though this plan consists of concrete time blocks for training, I also plan to measure myself weekly on the run, bike, and swim times, making sure I am consistently improving. This will also be necessary to fulfill the documentation aspect of the wellness portfolio. As I continue, I will start adding "mock" sections of the race into my training. For example, the bike portion is 5 kilometers, so I will complete this section once and see how fast and capable I am at completing it. Eventually, I will start adding these sections together, because it will be important in assessing my stamina levels, as a triathlon leads directly from one event to another. As this is my first triathlon, I am less worried about time as I am completing it, but I will still want to see tangible results that show growth in my personal fitness. I will track my progress through a spreadsheet that I can refer back to gauge progress. This spreadsheet will track four things: distance, time, sleep duration, and type of exercise done. Distance and time, to be able to track my progress. I work night shifts, so it will be important to make sure I am still getting the correct amount of sleep each day, around eight hours, as this will heavily affect my performance. Finally, the type of exercise done- weight training, running, biking,

swimming, or some combination of these, will further help me in tracking and clarifying my progress goals. This spreadsheet will also assist in keeping honest and on track for my training goals. I plan to update this daily.

In addition to the active part of my training, I will also be looking at nutrition that best lends itself to the level of physical exertion I will be doing. This will entail meeting with a licensed nutritionist at the Student Health and Wellness Center here at WOU. Diet is an important part of the process, sometimes being referred to as the fourth area of training in a triathlete's regiment. This means cutting out a lot of the more sugary, processed foods, and switching to cleaner options. In addition, I will be searching for high-quality carbohydrates -- for example, berries, yogurt, as well as whole wheat breads and pastas instead of their more processed counterparts. When it comes to recovery, protein-heavy foods (like eggs and protein shakes) will be added along with the carbs. A healthy mix of both will be instrumental in keeping my physical stores up.

The active portion of this project will be finished when I cross the finish line next August. On a broader level, this wellness project will be finished when I can look back and see that the work I have put into this thesis will have long-term benefits for my wellness journey. Although my thesis will not reach many, it will be published online and I hope that some people may look at it and realize that you do not have to be at the very peak of your fitness journey in order to train for and complete a triathlon, but you can start from relatively anywhere and still reach success.

Working Bibliography, with Select Annotations

1. Triathlon Training - Well Guides - The New York Times -

Shilton, AC. "Let's Try a Triathlon." *The New York Times*, The New York Times. https://www.nytimes.com/guides/well/triathlon-training.

> This article gives tips on training plans. It stresses the importance of good eating habits, finding structure in your training, and remembering to rest. One thing that is important here is that the article states that however long a person will actually need to rigorously train- a already fit person may only need to train for six weeks, while a not as fit person might need to train for a lot longer. This article is important to my thesis because it gives me a starting point. I have never run anything close to a triathlon before, so this is essential reading. It provides a rundown for levels of athleticism needed to train, as well as key ideas of training that are needed for me to succeed here.

2. "Original Sprint" 13 Week Training Plan -

Beginnertriathlete.com. "'Original Sprint' 13 Week Training Plan." *"Original Sprint" 13 Week*, Beginner Triathlete, https://beginnertriathlete.com/discussion/training/training-plans-view.asp?planid=15 &memberlevel=1.

> This training plan is specifically designed for people who are reasonably fit, but still have a ways to go. The article notes that in order for this plan to be effective, you should be able to swim, bike, and run for thirty minutes without stopping. The goal for a user of this plan is to simply finish the race, so it is built by and for "slow, leisurely" runners, meaning opportunities to speed up as needed.

> This will be helpful for my thesis because it gives me a clear starting point. Unlike the first source, which simply asks you to gauge your own fitness level, this one sets the minimum for fitness, being able to do these activities for a half-hour, uninterrupted. If I can assess myself to be at this level, this could be the plan I end up following for much of Winter and Spring term, in order to prepare myself for the race in summer.

3. [The Impact of Triathlon Training and Racing on Athletes' General Health - PMC](#) - Study from National Library of Medicine on Triathlon effects on health and wellness.

Vleck, Veronica et al. "The impact of triathlon training and racing on athletes' general health." *Sports medicine (Auckland, N.Z.)* vol. 44,12 (2014): 1659-92. doi:10.1007/s40279-014-0244-0

> The sport of triathlon appears to be relatively safe for the majority of athletes who are already fit. Still, more research is needed for an exhaustive analysis of the sport's effects. Much of the effects on athlete health, and there are many, from fatigue to the cardiovascular, tend to be temporary issues.

> This article will mostly supplement the secondary part of my paper where I discuss the risks of doing triathlons. In particular, the open-ended conclusion of this article is that there is still much more research to be done on the topic, which will be helpful in establishing just how much is unknown about this issue. Most people become healthier people after running these races, but this is not the case for everyone. What divides these athletes? What can the establishment do to help?

4. [Futureproofing triathlon: expert suggestions to improve health and performance in triathletes | BMC Sports Science, Medicine and Rehabilitation | Full Text](#) -

Kennedy, M.D., Knight, C.J., Falk Neto, J.H. *et al.* Futureproofing triathlon: expert suggestions to improve health and performance in triathletes. *BMC Sports Sci Med Rehabil* 12, 1 (2020). https://doi.org/10.1186/s13102-019-0153-5

This article goes into physical and mental issues faced by those who compete, and looks at ways to potentially solve them. The authors bring up the point that competing in a triathlon can be high risk, high reward. The rewards include an obvious increase in overall fitness and performance. The risks include overuse injury, illness, and fatigue. The article also talks about ways to combat these issues, including changing the culture around training for triathlons.

I am including this article because by looking at the potential injuries as well as the ways experts wish to change the field, I can avoid these pitfalls by taking their suggestions. They have a concrete list for mitigating some of these health concerns. Additionally, I wish to include some of the potential dangers of the sport in my paper, as it will create a more-rounded narrative about the nature of the sport.

5. Nutritional Considerations in Triathlon | SpringerLink

Jeukendrup, Asker E., et al. "Nutritional Considerations in Triathlon - Sports Medicine." *SpringerLink*, Springer International Publishing, 23 Sept. 2012, https://link.springer.com/article/10.2165/00007256-200535020-00005.

This article dives into the complicated nutritional needs of triathletes. Dehydration and carbohydrate depletion are the most common cause of fatigue in athletes, not surprisingly. The authors suggest cycling is the best part of the race to restock your water and food intake. The article also brings up possible health issues, caused by low sodium intake and toxins able to cross into the bloodstream.

I will use this article as a guideline to avoid these pitfalls as much as possible. Their suggestions on when to try and refuel during the race will be helpful in my own triathlon. In addition, I will be using this article to support my discussion about the health concerns triathletes will need to consider.

6. https://www.jospt.org/doi/epdf/10.2519/jospt.2003.33.4.177

Burns, Joshua, et al. "Factors Associated With Triathlon-RelatedOveruse Injuries." *Journal of Orthopaedic & Sports Physical Therapy*, Apr. 2003, https://www.jospt.org/doi/epdf/10.2519/jospt.2003.33.4.177.

7. Triathlon participation in the U.S. 2021 | Statista.

Published by Statista Research Department, and Oct 5. "Triathlon Participation in the U.S. 2021." *Statista*, 5 Oct. 2022, https://www.statista.com/statistics/191339/participants-in-triathlons-in-the-us-since-2

006/#:~:text=At%20its%20peak%2C%20the%20U.S.,to%201.3%20million%20in%202
021.

8. Training Tips for Your First Triathlon | REI Co-op

"How to Train for Your First Triathlon: Rei Co-Op." *REI*, REI,
https://www.rei.com/learn/expert-advice/training-for-your-first-triathlon-tips-and-exe
rcises.html.

9. Thinking about training for a triathlon? - Harvard Health

"Thinking about Training for a Triathlon?" *Harvard Health*, Harvard Health
Publishing, 1 Jan. 2018,
https://www.health.harvard.edu/heart-health/thinking-about-training-for-a-triathlon.

10. Three Health Benefits of Triathlon Training

Fecik, Jon. "Three Health Benefits of Triathlon Training." *Team USA*,
https://www.teamusa.org/USA-Triathlon/News/Blogs/Multisport-Lab/2017/January/
13/Three-Health-Benefits-of-Triathlon-Training.

11. Physical Activity and Cardiorespiratory Fitness Are Beneficial for White Matter in
Low-Fit Older Adults | PLOS ONE

Burzynska, A. Z et al., Physical Activity and Cardiorespiratory Fitness Are Beneficial for
White Matter in Low-Fit Older Adults. *PLOS ONE*, 9(9), e107413.
https://doi.org/10.1371/journal.pone.0107413

IK/

At War: The Women's War of 1929 and Nationalism

Thesis Advisor: Patricia Goldsworthy-Bishop, History Department
Student Pronouns (voluntary): she/her

Thesis/Project Genre(s) – Scholarly

Abstract:

This thesis will explore how British colonialism impacted the idea of Nigerian national identity through the lens of the Women's War of 1929 as compared to pre-colonial Nigeria. It will begin by exploring what Nigerian national identity looked like prior to British colonization. This section will include a discussion about tribalism and inter-tribal relations. The next section will discuss the amalgamation of Nigeria, exploring how the regional divisions constructed by the British impacted native group identity. The essay will then move to the main portion of the thesis, the section about the Women's War of 1929. This section will discuss in what ways British imposition on Nigerian identity caused the war, how Nigerians resisted British colonization in this event, and how Nigerian intellectuals used this event to fuel discussions of anti-colonialism directly after the fact, as well as how the war was one of the first major manifestations of post-colonial Pan-Nigerianism. The final section will discuss how the Women's War was a significant historical factor in the current national identity-based tensions growing in Nigeria today.

Personal Interest:

My interest in this topic stems from a growing personal drive to understand the impacts of colonialism. Having grown up in post-9/11 America, I was taught that America was the land of the free and that we helped others become free as well. I believed that idea with my whole heart for most of my life. It was not until I was a teenager in high school and took a history class with a teacher who really cared about the subject that I learned how America supposedly freed other countries. It was a betrayal that cut me to the quick, and ever since then, I have wanted to know how colonialism works and how it has impacted other countries.

Fast-forward through my first year of college as a history major into my sophomore year, and I took a class specifically about colonialism. I somewhat arbitrarily chose to write an essay about the Women's War of 1929, mostly because I had not often heard about women actively participating in war. Learning about how women pushed back so strongly and passionately against colonialism really struck me. It made me

realize that colonized folk are not just passive victims; they have and continue to actively push back against colonialism to preserve their way of life. They are agents of change and preservation.

Now in my senior year and having to decide on a topic to write about, I knew that I wanted to delve more deeply into the Women's War of 1929. I had to choose which aspect of colonialism to focus on, and I chose national identity. I chose to focus on this because of my connection to it; my idea of my own national identity was really shaken in high school, so I wanted to explore how national identity was impacted for Nigerians as well. It is important to me to continue to challenge my perceptions of identity as it relates to colonialism, and attempting to write about Nigerian identity without imparting my colonial perceptions of it will be a good challenge.

In the future, I would like to go to graduate school to become an archivist. As an archivist, I will have to deal with a lot of material that is from cultures I do not belong to. In order to do so in an equitable manner, I have to know how to look at cultures through a lens that is not my own. Writing this thesis will give me experience in doing that. I will be able to learn from the mistakes I will invariably make in this process, as well as what I may have done well.

Larger Context:

Colonial southern Nigeria in 1929 was the setting of a massive women's anti-colonial movement. The name of this movement has many variations, most of which are misnomers. In this essay it will be called the Women's War (*Ogu Umanwaanyi*), as that is what it came to be known by among the indigenous populace.[1] It is also the most accurate, as it was not just the Aba women nor just the Igbo women who participated in the demonstrations; rather, it was a diverse group of women who came together for a similar vision.[2] Though the ultimate goals of each woman were as diverse as the women themselves, there was an overarching theme that tied them together – the desire for a power shift from the British government back into the hands of the Nigerian peoples. This essay contends that this unification of Nigerian peoples against the colonial foreign power was one of the first major post-colonial Pan-Nigerian movements in the country, even if it was not known by that designation contemporarily.

Pan-Africanist Nigerian, Nnamdi Azikiwe, held similar sentiments to the women. He promoted the idea of a Pan-African continent, meaning a political and cultural system that included all racial, linguistic, and cultural groups inhabiting the continent.[3]

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1 Marc Matera, *The Women's War of 1929: Gender and Violence in Colonial Nigeria* (New York: Palgrave Macmillan, 2013), 132.

2 Toyin Falola and Adam Paddock, *The Women's War of 1929: A History of Anti-Colonial Resistance in Eastern Nigeria* (North Carolina: Carolina Academic Press, 2011), 97.

3 Nnamdi Azikiwe, "(1962) Nnamdi Azikiwe, 'The Future of Pan Africanism' ," BlackPast, August 7, 2009, https://www.blackpast.org/global-african-history/speeches-global-african-history/1962-nnamdi-azikiwe-future-pan-africanism/.

In a Pan-African society, independent countries would work together to promote a unified continent, on both on the national and international levels. One of his earliest anti-colonial works, "Murdering Women in Nigeria," was written in 1930 as a reaction to the killing of Nigerians by British soldiers during the Women's War.[4] Azikiwe went on to become the first President of independent Nigeria in 1963, inspiring fervent advocacy both for and against Pan-Nigerianism and Pan-Africanism among the Nigerian populace.

Not everyone agrees with Azikiwe's platform. In current day Nigeria, pro-separatist and terrorist groups have been actively defying the notion of a unified Nigeria and Africa. In southern Nigeria, the Indigenous People of Biafra Contemporary Government is attempting to reestablish the secessionist Republic of Biafra, which was first established within Nigeria right before the Biafran War in 1967 and dissolved in 1970.[5] In northern Nigeria, the Islamic extremist terrorist group Boko Haram is waging a war against the government as well, Muslims and non-Muslims included, in an attempt to totally sever Nigeria from contact with and influence from the West. Both of these groups are challenging the government's stance on nationalism, Pan-Nigerianism, and Pan-Africanism.

There are, however, still pushes for a unified country and continent. As of December 2022, Presidential candidate Atiku Abubakar is running on a Pan-Nigerian and Pan-Africanist campaign. He contends that in order to thrive, Nigeria must be run by someone with Pan-Nigerian ideals rather than someone of a specific ethnicity.[6] Thus, several groups with distinctly unique ideas of what it means to be or not to be Nigerian are currently warring politically and physically in order to establish their ideology as the national identity. Beginning with the Women's War of 1929, the post-colonial idea of what it means to be Nigerian and what Nigerian should mean has been in flux.

Methods/Process:

This essay focuses on how British colonization of Nigeria impacted the idea of Nigerian national identity, particularly focusing on the Women's War of 1929. Nigerian national identity in this context means how Nigerians thought of themselves as a political and cultural collective. Differing ideas of national identity is part of the growing tensions within modern Nigeria; this essay will explore how the Women's War of 1929 was one of the major catalysts of the continually evolving idea of Nigerian national identity.

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4 Ben N. Azikiwe, "Murdering Women in Nigeria," *Crisis* (Baltimore, MD), May, 1930, https://books.google.com/books?id=ulcEAAAAMBAJ&printsec=frontcover#v=onepage.

5 Toyin Falola and Matthew M. Heaton, *A History of Nigeria* (Cambridge: Cambridge University Press, 2008), 180, Ebook ProQuest Central.

6 Gbenga Oloniniran, "We Need Pan-Nigerian Leader, Not Ethnic Personality - Atiku," (*Punch Newspapers*) October 15, 2022, https://punchng.com/we-need-pan-nigerian-leader-not-ethnic-personality-atiku/.

My plan is to begin by outlining what Nigerian national identity looked like before British colonial rule. Much of this information will pertain to the Ibos people, as they were the main participants in the Women's War. I hope to compare and contrast their idea of national identity with a northern Nigerian group, as the British unsuccessfully attempted to rule the Ibos people in a similar fashion to northern groups, in order to more fully flesh out the idea of nationality. This section will also include information on the political boundaries of what became Nigeria pre-colonization, including the boundaries of Nigeria as it relates to other countries, but if I can also find information about tribal boundaries, I will include that as well.

I will then discuss the amalgamation of the colonies of northern Nigeria and southern Nigeria into the Protectorate of Nigeria as recommended by Sir Frederick Lugard. This was a huge change to political boundaries made without the consent of native Nigerians. This section will also include how native Nigerians reacted to these policies, particularly in southern Nigeria if that information is available, in order to explore the ideologies behind the native groups that ended up supporting separatism versus native groups who wanted to coalesce with other Nigerian groups.

By then I will be ready to discuss the Women's War of 1929, having laid the foundation for the evolution of political boundaries as impacted by the British. This section is intended to be the longest section of the essay. This section will include discussion about how the British changed the political structure of Nigerian communities right before the War. This discussion will focus on how these changes were integral to the spark of resistance that fueled the War. This section will also include the response of Nigerian intellectuals right after the War as evidence of the growing idea of anti-colonialism and Pan-Nigerianism. These changes, the resistance to these changes, and the response of Nigerian intellectuals afterwards will show how the idea of Nigerian national identity evolved rapidly right before, during, and quickly after the Women's War.

The final section of this essay will be a reflection of the connections between the Women's War of 1929 and the modern growing tensions in Nigeria as it relates to the idea of national identity. This section will discuss how the War was one of the major catalysts for the idea of Pan-Nigerianism and resistance to the influence of outside forces within Nigeria, and how modern tensions grew out of those ideas. The purpose of this section is to explain why my thesis is important and relevant to contemporary Nigerian politics.

My hope for this thesis is to inspire my fellow undergraduate students to research and reflect on how colonialism impacts one's idea of their own national identity. While my thesis will not include advice on how to do this, nor rhetoric to attempt to persuade my audience one way or another, I hope that this cursory examination will provoke

thoughts along these lines nevertheless. As a history major, I will be required to present my thesis at the Academic Excellence Showcase at the end of this school year, and afterwards, my thesis will be available online for anyone to view and download. I hope that it is in one of these formats that my thesis will leave some sort of mark.

Working Bibliography, with Select Annotations

Primary Sources

Azikiwe, Ben N. "Murdering Women in Nigeria," *Crisis* (Baltimore, MD), May 1930. https://books.google.com/books?id=ulcEAAAAMBAJ&printsec=frontcover#v=onepage.

> This newspaper article written by Nigerian activist Ben N. Azikiwe argues that the massacre at Opobo occurred due to the posting of uneducated and inexperienced British soldiers and officials to Opobo, miscommunication between the natives and the British, and a lack of interest from the British in understanding the customs of the Opobo people. Azikiwe claims that the main grievance was that a head tax was imposed by the British on native women as well as men, which was abhorrent according to their customs. The article also provides historical and economic context to the incident, and emphasizes that similar riots and protests happened at other villages if not at the same scale.

> This article will help me identify the viewpoint of contemporary Nigerian intellectuals about the causes and impacts of the War, which I will then compare to the viewpoint of modern-day Nigerian intellectuals. This account is also useful in understanding why Southern Nigerian intellectuals and activists eventually promoted Pan-Nigerianism and Pan-Africanism.

Basden, T. George. *Among the Ibos of Nigeria: An Account of the Curious & Interesting Habits, Customs, & Beliefs of a Little Known African People by One who Has for Many Years Lived Amongst Them on Close & Intimate Terms*. Pennsylvania: J. B. Lippincott Company, 1921. https://library.si.edu/digital-library/book/amongibosofniger00basd.

> This book was written by George T. Basden, a British priest and intellectual. The book describes the life and customs of the Ibos people (the tribe who lived in Opobo), such as their religion, dressing customs, coming-of-age practices, economy, and more from his perspective as an outsider. Basden draws conclusions about what he sees around him largely based on conjecture. The book is not academically distant; rather, Basden includes his own thoughts about his observations, using colorful phrasing such as "freaks of nature" referring to albinos (31).

This book will help me understand the viewpoint of contemporary British intellectuals about Ibo culture, which I will compare to the viewpoint of modern British intellectuals. Additionally, it is the most detailed and faithful account of the Ibo people in the eyes of a British authority figure, information which is crucial in understanding why the British acted as they did before, during, and after the massacre.

Nwanyeruwa. "The Aba Women's War." In *Women Writing Africa: West Africa and the Sahel*, edited by Esi Sutherland-Addy and Aminata Diaw, 169-174. New York: The Feminist Press, 2005.

This account is a transcription of Ibo woman Nwanyeruwa's testimony about the abuse herself and her fellow villagers experienced at the hands of Okugo, the Ibo representative of the British District Officer. She states that women refused to pay the head tax not only because women simply did not pay tax in their culture, but also because men were already being taxed so heavily that they could hardly afford that, much less an additional tax. She claims that Okugo took their taxes (including money and goods) to enrich himself without giving anything to the District Officer, and that he resorted to violence when they refused to pay him more.

I will use this account as a basis of the personal economic issues experienced by the Ibo people at a systematic level to lead into a discussion of the economic attitudes and practices that helped lead into the Biafran War and the establishment of the Republic of Biafra, from both the side of the British supporters of Northern Nigeria and the Ibo people of Biafra. I will also use this account to help potentially explain one of the reasons why the conspirators of the 1966 coup d'etat believed Nigerian corruption was not only possible, but real.

Secondary Sources

Edeagu, Ngozi. "CRITIQUING WITNESS TESTIMONIES IN AFRICAN COLONIAL HISTORY: A STUDY OF THE WOMEN'S WAR OF 1929." *Journal of the Historical Society of Nigeria* 26 (2017): 40–64. https://www.jstor.org/stable/48562078.

This article deconstructs and analyzes eyewitness testimonies regarding the Women's War of 1929 in the argument that most accounts cannot be separated from the colonial interpretations and biases that color them. The historical narrative was altered by voices that were silenced (such as witnesses who were not called to testify), translations of the testimonies that had been misinterpreted, evidence that witnesses concealed due to fear, and leading questions asked by the interviewer. Thus, the same account can have multiple

interpretations. It is therefore useful to look at multiple accounts of the same event to find similarities and discrepancies.

   This article is useful because it provides clear guiding points for analyzing eyewitness testimonies, as well as the eyewitness testimonies themselves. This guidance will be useful for analyzing not only the eyewitness testimonies of the women and officials in the Women's War of 1929, but also for the eyewitness testimonies of the conspirators and targets of the January 1966 coup d'etat that helped spark the Biafran War.

Falola, Toyin, and Matthew M. Heaton. *A History of Nigeria*. Cambridge: Cambridge University Press, 2008. Ebook ProQuest Central.

   Looking specifically at chapters six and seven, the authors argue that the main cause of the conflicts leading to the Biafran War was a lack of a unified "Nigerian" identity. They contend that decades of separate nationalist movements, as well as the British-defined three regions of Nigeria, caused disenfranchisement and alienation for the cultural and ethnic minority groups. Though the goal of the nationalist movements of the 1930s, 1940s, and 1950s was to replace the British government in favor of self-determination, they could not totally separate themselves from the socioeconomic and political tensions sowed by England during British occupation.

   This article is useful because of the information it provides about the complex tangle of Nigerian identities and the idea of a Pan-Nigerian state, specifically regarding the difference in thoughts between Nigerian European-trained intellectuals, the majority cultural groups, and the minority cultural groups. This is important to know in order to discuss the ethnic tensions between different groups that were a key component in the development of separatist ideology as opposed to Pan-Nigerianism or Pan-Africanism.

Falola, Toyin, and Adam Paddock. *The Women's War of 1929: A History of Anti-Colonial Resistance in Eastern Nigeria*. North Carolina: Carolina Academic Press, 2011.

Matera, Marc. *The Women's War of 1929: Gender and Violence in Colonial Nigeria*. New York: Palgrave Macmillan, 2013.

Otiono, Kikachukwu. "Blood in Biafra: Re‑evaluating Politics and Ethnocultural Conflict in the Nigerian‑Biafran War." *History Compass* 19, no. 7 (2021). Accessed October 24, 2022. https://doi.org/10.1111/hic3.12663.

   This article contends that two of the main causes for the Biafran War was the discovery of oil in Nigeria and colonial vying for control over the resource,

and that Britain's normalization of tensions between different Nigerian cultural groups led to continuing tensions even after British decolonization of the country. In 1946, England separated Nigeria into three regions, defined by the most prominent ethnic groups in each section, further intensifying ethnic tensions.

I will use this article for those two arguments, as they have direct connections to the Women's War of 1929. I will use the argument about colonial vying over Nigerian oil in conjunction with evidence of England strictly controlling the Ibo people's market in the 20s. Similarly, I will use the argument about England separating Nigeria into three regions in conjunction with the normalization of group tensions in the 1920s. This article will also be useful for arguments about the development of separatist ideology that do not directly connect to the Women's War, evidence for which will go into its own section in my essay.

AL/

Combating Menstrual Period Poverty in the State of Oregon

Thesis Advisor: Emily Vala-Haynes, Health and Exercise Science
Student Pronouns (voluntary): she/her/hers

Thesis/Project Genre(s) – Experiential Learning / Scholarly

Abstract:

For my thesis project, I'm learning about period poverty in Oregon high schools and analyzing how this issue impacts local communities. I will be gathering data on who exactly this impacts, looking at pros and cons of current solutions like the Menstrual Dignity Act, and trying to find answers to why this issue is so prevalent today. I will then be using this information to present what I believe to be the best practices to help combat period poverty in Oregon schools. The second part of my project will be a practical, social outreach endeavor that includes learning how to make reusable fabric menstrual pads and choosing schools in the Central School District to donate these pads and other period products to. This project and this topic will allow me to do something in my immediate community that will help people currently being impacted by period poverty.

Personal Interest:

I first became interested in the fullness of this topic when I had the opportunity to take a Reproductive Health class in Honors with Dr. Emily Vala-Haynes during my Sophomore year at Western. This course opened my eyes to a myriad of women's health issues, injustices in the reproductive health world, and family planning options in third world countries. I hadn't had the chance to learn about these things before, especially not by taking such a close look at each topic of interest. I remember leaving the class every week feeling like I had so much to reflect on. Although the class focused mainly on women and families in impoverished countries rather than the United States, I found myself connecting the dots and wanting to know more about some of the similar issues that people in America are facing today. I was also struck by Professor Vala-Haynes' own stories that she told our class about working in South America, where she interviewed women about birth control and had honest conversations about their lives and what they hoped for in the future regarding their families and their children. This was the driving force behind my desire to give back and do something similar, something that could truly make an impact. Her firsthand experiences inspired me to do something similar and use my time and ability to serve as a way to give back to the community and grow closer to people through shared experiences.

Once I had realized how greatly the class had changed my perspective on reproductive issues, I realized I could use this new knowledge and newfound interest to construct my own opportunity to continue learning and give back to my community. Working on a smaller scale and looking at my own state, I decided that I wanted to focus my senior project topic on period poverty in Oregon and learn how to make reusable sanitary pads. After practicing this skill, I wanted to create period packages including some of my handmade pads as well as some other period products and donate these packages to a nearby women's shelter.

I know that reproductive health and women's rights will always be topics that I care deeply about as I continue on into my adult life. I also know that completing this project will open doors to further volunteer opportunities, more inspirational people, and more opportunities to learn. With my future teaching career in mind, these experiences will also help prepare me to teach all different kinds of students coming from different backgrounds and life journeys. I want to use my knowledge and my voice to make sure my students have access to the products and support they need in my school. I intend to utilize the resources and new experiences that this project will bring me, as I continue to do things that I feel passionate about and work towards goals that have visible impacts on my community.

Larger Context:

Period poverty is a modern-day issue that hasn't received the level of attention it currently needs. As many as "one in five students has struggled to afford menstrual products," according to the Oregon Department of Education in the newly published Menstrual Dignity Toolkit for students and teachers (2022). This issue largely affects students of color, students with disabilities, and students living in poverty. With so many students impacted by period poverty, a stronger sense of urgency needs to be encouraged, and my thesis would seek to do so. Because this is such an important and widespread issue, I feel that it is something everyone can relate to regardless of whether or not they menstruate themselves. People have mothers, sisters, and daughters; they may be involved in local school systems and hear about this need; they may have a friend or family member struggling financially; there are many ways that period poverty could touch someone and become something that they can relate to and empathize with.

The Menstrual Dignity Act – recently implemented in Oregon and instrumental to the creation of the Menstrual Dignity Toolkit – was a major step in the right direction. The Menstrual Dignity Act requires public schools to provide menstrual products in all bathrooms, free to use for students who need them. In a news article titled *Oregon schools implement Menstrual Dignity Act, requiring free menstrual products,* Christine Pitawanich reports that "more than four out of five students have either missed class time or know someone who did because of lack of access to menstrual products" (2021).

This new Act and the products that will now be provided to students will help to relieve the burden of obtaining menstrual products every month for the students who struggle to purchase them themselves. It will also address the issue of students who have had to miss class time due to the lack of menstrual products they need while at school - an equally surprising number. Keeping students in class will combat the negative, school-related consequences of period poverty for students who find themselves affected.

A trailblazer for period advocacy in Oregon who I'll be looking to for guidance with my experiential learning is Nadya Okamoto. At just 16 years old, Okamoto founded the organization Period.org. Her organization and the people within it are working on fighting period poverty as well as removing the stigma surrounding periods in general. She has been successful with spreading this awareness through promoting her message on multiple different social platforms. Okamoto has also found success with the models she has created for other people in the United States to either join or create their own chapter of her Period.org community groups. These chapters have hosted period product donation events and donated their time towards supporting Okamoto's call to action. Looking towards Okamoto and Period.org as a model, I would also be able to use my thesis project to contribute to the conversation and continue to bring awareness to the growing problem of period poverty in Oregon.

Methods/Process:

Within this project, I will be analyzing period poverty in Oregon high school students and then learning how to make reusable fabric menstrual pads to donate to a school in need. The foundation of this project will require me to first educate myself. I will be seeking to understand the effects of period poverty in relation to school performance, attendance, and student confidence by reading firsthand accounts of people who have been impacted by this issue, researching best practices for combating period poverty, and looking at in-state statistics. I will also be looking at the benefits and the weak spots of the current proposed solutions that have been introduced in Oregon, and taking a stance on what the best practices are regarding the combatting of this issue. With the basis of this knowledge, I will then choose a school in the Central School District that could most benefit from a donation of period products and reusable fabric pads for their students. After doing so I will move to the second portion of my project, the experiential learning portion.

The actual experiential learning aspect of this project will involve teaching myself how to make reusable fabric pads. Reusable menstrual pads allow menstruators to use the same environmentally-friendly pads over and over, rather than buying disposable pads or tampons every month – something that would add significant strain to people who are already struggling financially. If I was able to provide students with reusable

products, the burden of buying the necessary products every month would be lifted, in part. For this part of the project, I have been able to find a few different methods of creating these reusable pads so far as well as different sewing patterns to use. Different sewing patterns and desired type or style can change the thickness and absorbency of each pad; I am looking for patterns that will help me create products that will be leak-proof and comfortable for whoever is using them. I haven't had access to my sewing machine, though, so therefore haven't had a chance yet to test which method and what types of fabric will be most effective. I'll give myself a grace period for trial and error. My goal is to make at least 10 reusable menstrual pads, but I would love to make more if I have the time and the necessary materials.

Time and energy permitting, I am also interested in potentially hosting a period product donation event, which would allow others to help me provide products that could be put into the donation packages I send to nearby schools. This would certainly make my packages more helpful for students in the community, and it may help me to reach a greater group of students as a whole.

Working Bibliography, with Select Annotations

1. Sommer, M., & Mason, D. J. (2021, August 19). Period Poverty and Promoting Menstrual Equity. jamanetwork.com. https://jamanetwork.com/journals/jama-health-forum/fullarticle/2783499

   This article explains what period poverty is, and that, first and foremost, it is an equity issue. The authors believe that it is something that affects everyone and that everyone should be concerned with, not just people who menstruate. This article concludes with some examples of things that can be done to promote menstrual justice.

   I will be using this article to help introduce my thesis; the strong definition of "period poverty" is something I can take and use. I agree with the stance that this issue is equity based, so I can also use it to explain my opinion and use this article as a way to back that up. I will also be using some of the points Sommer and Mason make about how to address this issue, specifically how they believe that schools should provide free menstrual products in their bathrooms. This is something that helps me focus my topic; my topic has been narrowed to focus on period poverty as it pertains to young people still in school and what the effects look like when access to these products are barred from students.

2. Pitawanich, C. (2021, December 2). Oregon schools implement Menstrual Dignity Act, requiring free menstrual products. kgw.com. https://www.kgw.com/article/news/education/oregon-schools-menstrual-dignity-act/283-82c2db79-367d-45a7-ba25-fd68b6d588f2

This article discusses the Menstrual Dignity Act that was introduced in Oregon in 2021. It is specific to Oregon and includes both statistics regarding students in Oregon and personal stories from students who have been negatively impacted by period poverty and lack of access to period products.

The Menstrual Dignity Act requires that public schools provide free menstrual products for students in all bathrooms on campus. This is something that I will be advocating for in my project, so I will take this information from this article as well as the statistics about how this initiative has increased school attendance to strengthen my argument.

3. Oregon's Menstrual Dignity Act Hits the Right-Wing Outrage Machine. (2022, May 11). Portland Monthly. https://www.pdxmonthly.com/news-and-city-life/2022/05/oregon-menstrual-dignity-act-outrage-equity

This article also discusses the Menstrual Dignity Act in Oregon, but focuses on the controversies surrounding this movement and backlash it has received from some families in the state. People have expressed distaste for the decision to include these products in both boy's and girl's bathrooms, as well as concerns about the potential for students to hoard the products instead of using them as needed.

I can use this article as a way to recognize that some people disagree with the movement to provide free period products in school bathrooms and that there can be complications, but explain why, overall, my opinion still stands strong and why the pros outweigh the cons. There are also quotes from this article that really emphasize the urgency of this crisis. I will be taking some of those quotes to help explain why this issue is so prevalent and so important for others to learn more about.

4. News Staff. (2022, July 12). Oregon mom challenging law requiring menstrual products in boys' bathrooms in schools. Katu.Com. https://katu.com/news/local/oregon-mom-challenging-law-requiring-menstrual-products-in-boys-bathrooms-restrooms-in-schools-dignity-act-elementary-middle-high-school-oregon-department-of-education-district-students-eagle-point

5. Tan, M., Hollanitsch, S., & Hollanitsch, S. (n.d.). Sanitary Pad Project. The GODS CHILD Project. Retrieved October 24, 2022, from https://godschild.org/sanitary-pad-project/

6. Period. (2022, April 28). Individual Involvement. Period.org. https://period.org/individual-involvement

7. Michel, J. A. M. (2022, February 22). Period poverty: why it should be everybody's business | Published in Journal of Global Health Reports. https://www.joghr.org/article/32436-period-poverty-why-it-should-be-everybody-s-business

This health report teaches that there are multiple different types of period poverty, what each type can look like, and connections between period poverty and other negative outcomes. It utilizes flow charts to visually explain where period poverty can lead young students when they don't have access to the menstrual hygiene products they need every month. Michel then further explains the ties between a few of these outcomes, shame and guilt.

I will be using this article to prove why this health issue can be so detrimental to students in the US, and why it needs more attention than it is currently getting. I can point to current successes in Oregon, but use this article to point out that more work needs to be done.

8. Oregon Department of Education. (2021, November 17). Menstrual Dignity for Students Toolkit.

https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/ODE%20Menstrual%20Dignity%20For%20Students%20Toolkit.pdf

This document is a toolkit for students in Oregon, put together by the Oregon Department of Education. It informs about the Menstrual Dignity Act and what that means for students, and provides information about Oregon Administrative Rules, how period products will be dispersed in schools, Oregon teaching standards regarding menstruation, and funding for this service.

This helps me understand, on multiple levels, exactly what the Menstrual Dignity Act is and how it is being implemented in schools in Oregon today. I understand more about the funding this project receives and where that money comes from, and I can use this information to acknowledge that the funding comes out of the State School Fund but that it's going towards a necessary cause. I will be taking this information about funding as well as the information about education standards in Oregon to strengthen the background information I'm able to give in my project.

AS/

Bites from the Past:
Uncovering the Cultural Significance of Lost Family Recipes

Thesis Advisor: Dr. Kenneth Kirby, Philosophy & Religious Studies
Student Pronouns (voluntary): He/Him/His

Thesis/Project Genre(s) – Creative

Abstract:

This project will create a first-generation family cookbook that recovers lost family recipes and explains the historical origins of the foods included in each. It will explore the cultural origins that cookbooks represent and shed light on their importance as artifacts of the past. Through exploring the cultural significance of cookbooks, the author will seek to place their work inside the larger culinary history of the United States and show the variables that make American cuisine both unique and a mirror of other cultures across the globe. The cookbook will consist of 10-15 recipes from the author's family history and explain their historical significance. After the cookbook, the author will write a reflective essay that dives into their experiences creating the cookbook and the methods used to recover their family's past. They will also explore where the field could potentially expand in the future and work that can be done to help other families create their cookbooks. The goal of this project is to inspire others to expand or create their family cookbooks and help others develop an appreciation for the history of foods and the traditions that they create among families.

Personal Interest:

Everyone has some connection to food growing up; mine was rarely the most positive experience. Issues regarding my weight and body image have plagued me for most of my life. However, like many fortunate people growing up, I always had my mother's cooking waiting for me whenever I came home. It was not until around 6th or 7th grade that I took an interest in cooking. This started when I became one of the main cooks on Boy Scout camp-outs and learned what it means to cook for other people. Growing up as an only child somewhat isolated from most of my extended family, I am not entirely sure what my family history is, and I have always wanted to know. Cookbooks are an artifact to learning the history of families, and I thought it was a shame that my family did not have their own. My mom would always use a Betty Crocket cookbook for specific recipes, but many of the ones she would make were not there. After she passed away during my sophomore year of high school, I did not realize that one of the things I would miss the most was the foods she would make for me.

I started as a history major in college because I genuinely enjoyed the subject. It was not until, coincidentally, on the 3rd anniversary of my Mom passing away, that I realized that although I am passionate about history, I do not enjoy being a historian. The primary interest in the subject, however, is still there. This interest has gotten me thinking about my family's legacy, and one way to pass such down is through cooking. Cooking for other people is one of the main things that bring me happiness in my current life. Nothing can describe the feeling of cooking something for my girlfriend and seeing her first impression as she genuinely enjoys it. Making dinner for my roommates brings me unparalleled satisfaction when they are initially skeptical and then discover it is a great meal. Cooking is one of the main fields where I feel talented. Cooking gives me the power to create a positive relationship with food, and although I do not enjoy cooking for myself, I always wish I could do more in the culinary world. Once that thought began, the gears turned in my head on how I could combine history and cooking into my life. This morphed into creating a first-generation family cookbook that combines the history of recipes with the cultural history it has brought to my family.

While I have a lot of experience making meals, replicating them is another challenge I have always wanted to conquer. A family cookbook is an incredible resource for making this dream a reality. I want to explore my connections with my family's past through food and rediscover and replicate my Mom's recipes before they fade from my memory. As I grow older, this cookbook will grow ever more extensive as I discover or create new recipes that I feel should become a part of my family's culinary history. Thinking of my own family in the future, I want an artifact that I can pass on to my children, giving them a connection to my mother and her parents before her. Through this cookbook, I also want to educate others on the origins of these recipes throughout history and trace their lineage to our dinner table. It would be exciting and salient to understand where our food has come from and know that although some aspects of each meal are different every time we make them, their connections to the past do not fade after each meal. This connection to the past may also increase our value for each meal, knowing we are part of a larger story. Although people and food change over time, oftentimes, that change is not drastic, and we remain closer to the past than we may initially think. If, when I retire from teaching, I still retain my burgeoning love for the culinary arts, it would be incredible to have a historical cookbook that I can publish or share with the world. I want to create a cookbook that educates everyone on the foods they eat and the importance of retaining our families' culinary heritage.

Larger Context:

Eating is one of the most fundamental actions we engage in daily. Yet, each time that we engage in eating, we must make the choice of what we eat and how. In youth,

this choice is often made for us, yet, as we grow older, the burden of the decision lies on our shoulders. The decisions we make in eating reflect our values, what we may want to be in the future, and the decisions that have led to that point (Belasco 2002). A family cookbook is an extension of the family's history and values and reflects their life experiences. For people who are not fortunate enough to have a family cookbook, it is important for them to realize it is always possible to start.

Cookbooks are also one of the most neglected tools for salvaging information from the past. In his 1998 paper regarding the topic, Steven Tobias wrote, "Despite their historical ubiquitousness and major effect they have had on American society since 1742, cookbooks have received little consideration as serious artifacts of cultural production." My cookbook hopes to take on the spirit of Tobias' article, identify the cultural origins of family recipes, and, through doing so, learn more about my family history and give others the tools to do so. If eating reflects the essential elements of a culture or society, then cooking reflects the values that bring people together. (Tobias 1998) Many families have a tradition of sitting together to eat a meal, even if it is not every night. It is quite possibly the most common tradition on holidays.

I will be creating my family cookbook to expand a discipline that has little research up to this point. This project will serve as an educational experience as readers will not only be able to uncover delicious recipes from America's past but also understand the potential origins of those recipes and what factors may have brought those ingredients together. This project will not only reflect previous generations but will be updated on how the pandemic has affected the culinary habits of Americans.

During the Covid-19 pandemic, many Americans began to take up cooking as a habit. This has created a new avenue of potential culinary traditions to explore as thousands of Americans discover what cooking techniques and recipes work for them. It is not a coincidence that cookbooks are the best-selling genre in America (Tobias), and during the pandemic, this trend continued to increase. This project takes on the spirit of Americans trapped in lockdown and, during that time, cooking the things they enjoyed the most.

Methods/Process:

For my project, I will be creating a first-generation family cookbook that will include salvaged or restored recipes from my family's past and serve as a building block for future additions. The primary purpose of my cookbook is to participate in the historical tradition of salvaging family recipes and preserving the past. The secondary purpose is to recover my mother's recipes before they fade from my memory. To make this cookbook unique, I will be including the historical origins of these recipes and explaining where they came from and their inspirations. I will also have a few recipes that I feel significantly contribute to my family's culinary experiences and that I, quite

frankly, am quite proud of. In the end, I will write a reflective essay on my experiences creating the cookbook, what I found in my research, and how I will use those experiences to expand and improve my book.

To create this cookbook, I will first contact family members from my mother's side and attempt to get as many recipes my grandmother used to make as I can and relate those to the ones my mother used to make. When applicable, I will attempt to recreate recipes from scratch, getting as close as possible to the original while inevitably adding my style or improvements to the dishes. I will also be doing the same thing with my father's side of the family; this will be lower on the priority list, however, as many of my relatives from that side are still living, and it is less urgent for my purposes. Once I have salvaged or recreated the original recipe, I will make a first draft of the dish and include a picture of this dish for the cookbook to show the progress.

After documenting my progress with each recipe, I will research the historical significance of the dish and where it potentially came from. I will then use this research to expand on the formula and include other complementary ingredients or side dishes that may have been incorporated in the past. Still, they have become lost in the modern version for whatever reason. With these improvements, I will have a final draft of the recipe for the cookbook. This final draft will include instructions for preparing the dish, tools needed, and measurements for each ingredient. I will include both the original and adapted recipes, pictures for each, and potentially a video showing the step-by-step process for cooking. Once I have done this for 10-15 recipes, I will format the cookbook, and the work for this portion of my thesis will be done, although the project will continue for most likely the rest of my life.

At the end of my project, I will write a reflective essay that reflects on my experiences creating the cookbook and attempting to reconnect with my family's culinary traditions. I will also connect my work to other cookbooks I have read and seen and how my work has contributed to historical cooking traditions. In my essay, I also plan to write about where I may expand the cookbook and how once I am married, I may even attempt to convince my wife to contribute to the cookbook, creating an heirloom that reflects the histories of both families.

The result of my project will be a cookbook including various recipes that also informs the reader of the histories of many popular dishes in the United States. Having this project published electronically will allow others to see what can be done with family cookbooks and how theirs can be set apart from the rest in unique and exciting ways. One of my goals with this project is to show that you do not need to go to culinary school (although I may wish to do so in the future) to develop delicious recipes and that anybody can do it. I also want to show that anybody can contribute to their family

cookbook. If they do not have one, they can make their own and start the tradition that will hopefully be passed down for generations.

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

Archival Methods. *Preserving Old Recipes - Treasuries of Family Traditions*.   Jan. 2nd, 2017. https://www.archivalmethods.com/blog/preserving-old-recipes/

Belasco, Warren. "Food matters: Perspectives on an emerging field." *Food nations: Selling taste in consumer societies* (2002): 2-23. https://www.researchgate.net/profile/Warren-Belasco/publication/239586863_FOOD_MATTERS_PERSPECTIVES_ON_AN_EMERGING_FIELD/links/56e04e3208ae979addf0edac/FOOD-MATTERS-PERSPECTIVES-ON-AN-EMERGING-FIELD.pdf

Warren focuses on the historical significance of food and how it has influenced major historical events. He also writes about the importance of nutrition in cultures worldwide and how it has fundamental roots in humanity. Eating takes priority over all others in our lives and influences countless daily decisions. He talks about how war has influenced culinary practices throughout history.

The first five pages of this essay are the most important for my work as it covers the historical impact of food. When discussing the more considerable impact of my work, I'll cover how some people are defined by the foods they eat or do not eat and how I keep this in mind when developing my recipes and culinary works. It also gives me scholarly sources for discussing the history of staple foods in America.

Cooke, Lisa. *Find Family Recipes in Old Newspapers*, Aug. 10, 2022. https://lisalouisecooke.com/2022/08/10/family-recipes-newspapers/

Montanari, Massimo. *Food is culture*. Columbia University Press, 2006. https://books.google.com/books?hl=en&lr=&id=SRloQL52eysC&oi=fnd&pg=PR5&dq=food+as+culture+artifacts&ots=8pUu6JImw7&sig=rSls5NMSHD-7atPEYWt2DE-g18U#v=onepage&q=food%20as%20culture%20artifacts&f=false

Olver, Lyne. *Food Timeline: Food History and Historic Recipes*, United States, Oct. 2022, https://www.foodtimeline.org/index.html

Begun by librarian Lyne Olver and continued by Virginia Tech University. This source is a comprehensive list of the history of almost every food and its recipes. Each entry has citations and is an excellent guide to finding the history of everyday meals in America and the rest of the world. They do their best to uncover the source of each recipe, and the list is continually updated as new

recipes come into existence. Although it is not the end-all-be-all for food-related history, it serves as the ultimate food wiki.

This source will be helpful for my project because it kickstarts my research for the origins of recipes that I find in my cookbook. It also narrowed down my project as I developed why people should care about my project. While my project is a tool to connect more with my mother, it also serves as a gateway into food history and recipes commonly consumed in America.

Severson, Kim. *How the Cookbooks of 2020 Tell the Stories of our Pandemic Kitchens,* The New York Times, March 2, 2021. https://www.nytimes.com/2021/03/02/dining/best-cookbooks-2020-pandemic.html

Severson writes a very informative article about how the pandemic has changed cooking and cookbook sales. Cookbooks are a cultural artifact of the time, and cooking changes during times of crisis. During the pandemic, people turned to more straightforward and faster meals that reduced the grind of cooking, and I can compare my cooking to the patterns that emerged after the pandemic. During the pandemic, families also started making cookbooks, which is close to what I'm doing for my project.

This source will help me compare the cooking of the 2020s after the pandemic to cooking during other pandemics. It helps put my project in perspective as my cookbook is a piece of our time, and the recipes I make are not original in their elements but in their implementation. It helps focus my cookbook as I incorporate cooking methods and tools that developed after the pandemic into my work.

Tobias, Steven M. "Early American Cookbooks as Cultural Artifacts." Papers on Language & Literature, vol. 34, no. 1, 1998, pp. 3–18. https://alliance-wou.primo.exlibrisgroup.com/permalink/01ALLIANCE_WOU/cvl9dd/cdi_proquest_miscellaneous_61509163

This paper is a scholarly source of ideas I have been hinting at in my entries. Tobias dives into American cookbooks and analyzes how the methods and recipes reflect the struggles of the time. Like our comfort foods come from Depression-era recipes, everyday meals reflect their history. Eating shows the most basic reflections of society, and cookbooks reflect our community.

This paper helps narrow down my topic because I am creating a cultural artifact of our post-pandemic times. I am using cooking to show the most basic levels of the culture. I also wish for my cookbook to be passed down to future generations

and reflect the time that I lived through, and with future additions, it will remember the time of future generations. Tobias' paper helps give me the language I need to express the goals of my project beyond the very basic levels.

Wilson, Bee. *The Archive of Eating,* The New York Times, Oct. 29, 2015. https://www.nytimes.com/2015/11/01/magazine/the-archive-of-eating.html

Wilson's article focuses on the story of Barbra Ketchum Wheaton, who has accomplished what I am attempting to do, yet on a much larger scale. Wheaton has created a database of every cookbook she can get her hands on and compiled all of these entries into one comprehensive unit. It speaks a lot about the tools that have been used to create cookbooks and how their purposes have changed over the centuries of their existence. The most exciting piece was how each cookbook's purpose and general language changed depending on the gender it was written.

This source will be helpful as I use the same tools as Barbra to find the histories of recipes for my cookbook and bring that piece of historical information to light through my work. It helps me find the purpose of my cookbook as I reach a larger audience. My cookbook is for information and the historical aspects of food instead of the food only. My cookbook will also be different from large databases such as these as I will have made each recipe, graded it, and uploaded images of each meal.

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