A World of Difference

Selected Essays from First-Year Writers at
The University of Denver
Spring 2007

Edited by Heather Martin

A World of Difference: Selected Essays from First-Year Writers at the University of Denver, Spring 2007

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When asked to think about the future, do people in shiny foil suits navigating the depths of space come to mind? How about golden arches? It is suggested by the author of *The McDonaldization of Society* that the business plan McDonald's pioneered is the way of the future, and that future is already here. McDonald's has used several methods to achieve its success in the business world today. The company's use of consistency and technology has resulted in convenience for customers, and a business plan that is successfully applied to companies across the board.

There are several reasons why McDonald's has done so well as a company. While the fast food chain may hide behind a façade of tasty treats, in reality, a good portion of the company's success is dominated by the brand's consistency. There are a number of reasons that people eat at McDonald's and one of them is because every McDonald's is the same. Each branch sports the same menu with the same type of worker wearing the same uniforms, greeting and responding to customers in the same way. While many would agree that McDonald's food is nowhere near fabulous, it works because people know what they are getting themselves into.

The same consistency is evident in the production of every McDonald's meal. Originally developed by Henry Ford to speed the production of auto parts, McDonald's has revolutionized the assembly line to augment burger production. Other technological concepts such as the drive through ordering device and headset are a mark of consistency through McDonald's chains. These same technological improvements carry over to one of McDonald's selling points: convenience.

McDonald's has built an empire on convenience. Many customers find convenience in the previously discussed consistency of the chain, but convenience is also apparent in McDonald's visible and often high profile locations. McDonald's has an upper hand in the fast food business due to the brand's several locations off of heavily traveled interstates. The company has infiltrated large cities, suburbs, college campuses, and even tourist attractions. There is no doubt that McDonald's is as much a business devoted to real estate as to food. The fast service that McDonald's provides is also an asset to the company. As lives get faster and more complicated, businesses that cater to a speedy lifestyle are becoming more desirable to the general population.

Modern society expects instant gratification. In order to keep up with this demand, many businesses have fashioned their companies around McDonald's model. Everything from health care, to religion has been "McDonaldized," to adjust to societies increasingly demanding schedules. Today, it is almost crucial for businesses to offer fast service for competition's sake. The qualities that McDonald's first developed have now been perfected and applied to most everything in modern life.

As a student at the University of Denver, it is evident that the ideas of "McDonaldization" are taking over our lives. Step into the college cafeteria, but don't forget to swipe your Pioneer Card to save you time from shelling out uneven mixtures of cash and coinage. Welcome to the world of duplicated chocolate cake and egg rolls. Everything is made to order, ready to go, fitting seamlessly between Intro. To Buddhism and Statistics. It isn't that much unlike McDonalds. The food in all its convenient glory is still infused with plenty of preservatives. The workers are all wearing the same "chef" attire, and state "Enjoy!" every time a plate of pasta is handed over the counter. What about the soda fountain? It looks offensively similar to the one I saw in McDonald's last week. There is no doubt that as our lives get faster, our food keeps adjusting to our fast-paced style of living.

A lack of time seems to be the common trend amongst college students. As students get older, the expectations seem to multiply, but somehow the time in which we are allowed to complete the expectations doesn't follow suit. Like most other colleges, the University of Denver expects a load of at least sixteen hours per quarter. In between classes, homework, and, of course, lunch, there is a push to join as many campus organizations as possible. The options for involvement are endless—fraternities, sororities, a cappella club, lacrosse, skiing, activism, and volunteering at the local nursing home are encouraged if not demanded. Somewhere between visiting Millie and Ethel at the home and developing a product to counter the effects of Colorado's dry climate on skin, we are encouraged to study abroad in Tanzania, and complete internships with Sotheby's and Microsoft if possible. Is it really any surprise that there is a desire for companies like McDonald's?

If we really want to talk about fast service, maybe we should delve into the interesting topic known only as the "college relationship." This generally consists of two intoxicated individuals "hooking up" at the Thursday night party. Some argue that such activity could further the spread of STD's, but taking note of the expectations placed upon the science students in my residence hall, cures for most STD's will be available by our own science department in time for graduation.

With the spare time that students find for leisure activities, many use the "McDonaldization" of corporate America as their default. The most unmistakable way to identify an individual with an excess of leisure activity time (LAT) is a sparkling wardrobe. Many students on campus receive their thrills from frequenting "McDonaldized" shopping malls to obtain an instant, but short-lived, shopper's high from purchases ranging from thongs at Victoria's Secret to North Face products at the local REI. If there are any questions about how individuals spend their LAT, they are generally answered by identifiable logos on their Ugg boots and Chanel sunglasses.

Quite possibly the best example of "McDonaldization" that the DU area has to offer is a little burrito joint down Evans Avenue called Chipotle. A Denver original, the company grew from its local site to a successful chain with branches around America. Operated in a fast-food orientation, not unlike McDonald's, Chipotle seems to fit the fast paced lifestyle that rules the world today. Is it any coincidence that the little business we know as Chipotle is now owned by McDonald's? I think not.

The assumption that our lives are "McDonaldized" is not incorrect. Our lives fit symbiotically with fast, technologically driven, and consistent companies. The only question that should be left is when will everything slow down? The truth is that I can't offer an answer to that question. If I had to take a guess, I would bet that *nothing* will slow down. It will only get faster.

Questions about the future are commonly responded with words like space travel, but judging from what we know today, predictions about the future should also include the word McDonald's. Don't be surprised if the company known for the golden arches is the first corporation to open a branch on Mars. I think it is safe to say that the phrase "Would you like fries with that?" isn't going away soon.

Instructor: David Daniels

What is one to think of when they picture the magic kingdom of Disneyland? For most people, the answer would be children. The park itself, although marketing itself for and containing entertainment for all ages, is foundationally made for kids. The cartoon characters from their treasured movies, the exciting-yet-gentle rides, and the stuffed animals are evidence that Disneyland was created under the premise of attracting a very young demographic. As time went on, however, they began adding features to make the experience enjoyable for the parents, as well. The marketing strategy of modern-day Disney is a take-no-prisoners bombardment of the entire nuclear American family.

The staging ground for the bombardment is the permeation of their media product through nearly every corner of the nation, and with a significant presence worldwide. An unmeasured, but (in all probability) vast majority of American children have been exposed to Disney films. Consider classics such as *Snow White, Sleeping Beauty*, and *The Little Mermaid*, as well as newer productions such as *Lilo & Stitch*, *The Emperor's New Groove*, and *Chicken Little*—even in the event that a child has not actually seen any of them, the odds are that they've heard of them. Disney has become as much an integral part of this country's culture as baseball, apple pie, and Ford trucks.

And why not? Disney movies do a wonderful job of reinforcing and perpetuating the social values that are important in this country. The villains are portrayed as flamboyant, well-garbed, and show-offish, attributes which have historically been attributed to the aristocratic class (or, as some critics of Disney complain, homosexuals). The heroines are thin, beautiful, and dutiful, and the heroes are strong, stoic, hardworking men who speak little but fall quickly and unequivocally in love with the heroine, throwing all reason to the wind. This style of Hollywood romance and the embodiment of the ideal protestant gender roles within Disney's prototypical characters encourage the American ideals that would make society very efficient, productive, and predictable (and as follows, safe and comfortable) – very prudent goals to set for a society focused on self-sustenance.

Disney's more direct advertising can be easily viewed in all its glory at their Disneyland web page. The language they use is stuffed almost absurdly full of colorful, awe-inspiring words that instill a sense of wonder in children, such as magical, starlight, dreams, and adventure. The words "magic" and "dream" are of especially frequent use; after all, Disneyland's own tagline is that it is "a place where dreams come true." Now, adults know that the odds are stacked heavily against dreams actually coming true at a theme park in Anaheim, California. But are they going to tell their children that dreams don't actually come true, shattering their young spirits and turning them into cynical, bitter children who will be ostracized by their peers? No, both because that would be a mean thing to do and because believing dreams can come true is an important belief in the American capitalist system. Thus, the children are inclined to believe Disney, and pester their parents to take them there because after all, if a person believes they have a way to make their dreams come true, wouldn't they try to do it?

The images on Disneyland's web page are carefully constructed to provide photographic evidence that their park is, in fact, a place where dreams can come true. Images of dazzling, fog-shrouded castles, magnificent pyrotechnic shows, and the direct interaction between children and their favorite cartoon characters make a powerful case to entice children to bug their parents. One image that stands out particularly is found in the "Star-Powered Disney Dreams Come True" (what does that even mean?) portion of the site. Cinderella and her Prince Charming, nobly-dressed, slender, and beautiful, are presenting a flower to a young girl, dressed in yellow, with a plastic tiara in her hair. The unconscious thought process it inspires in young girls is obvious: “Wow, that little girl is hanging out with those Disney characters that had all those exciting adventures and they’re paying so much attention to her, and the princess is giving her a flower because she looks like a princess too! Maybe if I go to Disneyland, I can be a princess too!” The power of this message on young girls is nothing to be brushed aside. Even anecdotally, I know a disturbing number of women in whom the dream of someday being a princess persists to this very day. Disney markets to children by making them believe that visiting the park will change their lives and make their every wish come true.

Disney does not, however, discount the role of the parent in their advertising—after all, a parent unwilling to pay equals a child that is not coming to Disneyland. The site is subtly peppered with images of parents walking in the light of the sunset along a sandy beach near their resort hotel, exquisite restaurants, and top-notch service at the Disney hotel. Disney has also cleverly added in a small section of their website where popular culture personalities such as Scarlett Johansson, David Beckham, and Beyonce Knowles share their own fantasy Disney character roles. Encouraged with these, the seductive lure of promised “low prices,” and the nagging feeling of knowing that it will make their children so happy, Disney casts the best non-magical net they can muster to ensnare those parents who would be unmoved by promises of fulfilled wishes, magical parades, and star-powered Disney dreams (whatever that means).

All things considered, Disney’s marketing strategy is an effective one; the evidence of that is plain in the ludicrous amount of business their parks do every year. The kids have fun, the parents have fun, everyone has a good time thanks to Disney, the benevolent magic-maker. And yet, at its core, is Disney’s marketing strategy not somewhat manipulative and exploitative? I did not, nor did anyone I know of, actually have any dreams fulfilled at Disneyland. No one becomes a princess, no one really does battle against the forces of evil, and no one (usually) finds true love. There’s no denying that as a kid, a trip to Disneyland is fun—but in essence, that’s all it is: a fun little vacation. Whether or not Disney’s method of selling their vacation is completely ethical or not, well, that’s up to you.

Instructor: Kamila Kinyon

Technology has always had that nagging habit of getting updated every couple years. One of humanity's most beloved media to suffer constant reinvention is that of film. In the last instance of film medium transition, the transition from VHS to DVD, the changeover went rather smoothly; but the upcoming battle for the new high definition medium looks a bit messier. The two formats are the Blu-ray disc and the HD DVD. The formats have already launched and will begin to grow in popularity over the course of the year. However, before committing to one medium over the other, it would be nice to have a little insight into what the advantages and disadvantages of each format are. Before investing money in one form, there are three important criteria to consider: the disc's technical capabilities, corporate financial backing, and the commercial media that will be put on the discs.

The disc specs are pretty clear. According to an analysis done by mediacollege.com, the Blu-ray disc can hold more, but the HD DVD is cheaper to produce. The Blu-ray disc can hold a minimum of 25 gigabytes per disc to a maximum of 100 GB at the four layer level. On the other hand, the HD DVD holds 15 GB on a single layer or 30 GB at the dual layer level, but offers no higher levels. The difference in the amount of data storage is due to the tighter track pitch on the blue ray discs and the fact that Blu-ray discs have a thinner protective coating, only .1 millimeter. In fact, because Blu-ray discs do not share the same surface layer thickness of DVDs, production facilities must be modified in order to produce the discs. A special hard coating must also be applied to Blu-ray discs. The coating keeps the surface sufficiently resilient to protect the data a mere 0.1mm below, which also drives the cost up. The added benefit of keeping the data layer closer to the surface, however, is more room for extra layers, hence, more memory. Accordingly, movies in Blu-ray form will typically sell for $29.99 and HD DVD movies for about $24.99 due to initial production expenses (bestbuy.com).

Memory and cost of production are not all that constitute the victor though. Blu-ray was founded by Sony and HD DVD by Toshiba and Hitachi. All three companies are computer giants and it is their partners who really make the difference. 20th Century Fox, Electronic Arts, MGM Studios, and Sony Pictures Entertainment solely back Blu-ray, while only New Line Cinema and Universal Studios exclusively back HD DVD. Other major titles are not risking one format and are releasing titles on both formats; these companies include Buena Vista Home Entertainment, Paramount Pictures, The Walt Disney Company, and Warner Brothers (cnet.com). Given just this, it would appear that Blu-ray has a much greater set of supporters.

Despite Blu-ray's stronger set of major motion picture backers, it may depend on how pornography will do in high definition to determine a major portion of sales. According to ZDnet.com, major companies in the porn industry recently met in Las Vegas to talk about the future of porn with the advent of the high definition age. The consensus was that HD DVD offered them the most economical solution. The discs would be cheaper for them to mass produce, especially some of the smaller studios. The Blu-ray disc could only be realistically supported by large studios like Playboy. In the end, the majority of porn will be in HD DVD. Contrary to popular belief, porn does have a large sway in film sales. Remember the VHS and Betamax battle? It was almost the same situation as Blu-ray and HD DVD; Betamax was the superior format and VHS more economical. VHS partly won out due to porn sales and rentals (businessweek.com). Whether a similar situation will happen with Blu-ray and HD DVD is up in the air; there are too many wild cards this time around, especially the internet.

Commercially, there is more than just film for the two formats to offer. The Blu-ray disc is also the chosen standard for the games of the Playstation 3. Videogame sales are something to be reckoned with and will certainly give the porn industry a run for its money. The Playstation 3 also acts as a player for Blu-ray discs, essentially killing two birds with one stone. Other uses of the discs will naturally include using them as storage devices. Logically, the Blu-ray disc would be more useful as it can hold more, but your computer has to be able to write to it first. Microsoft has promised to support the HD DVD in their next version of windows—not Vista, the next one—and may support Blu-ray as well. Toshiba will eventually make HD DVD burners for their computers while Sony makes Blu-ray Burners for theirs. Apple Computer Corp, Dell, and the Hewlett Packard Company are all listed as members of the board with the Blu-ray discs and will likely back it for their computers and software (cnet.com).

Only time will tell, but I would put my money on the Blu-ray disc. With more memory, more major motion picture supporters, and more versatility in media forms, Blu-ray seems to have an edge in the competition. Skeptics often point to the price difference in films; nevertheless, the five dollar difference in film price is unlikely to make big difference in the long run. People will buy what is most interesting, regardless of price or format, and Blu-ray offers the most content. The real wild card to look out for will be the videogame console wars. If the Playstation 3 does well, then there is a very good chance that the Blu-ray will dominate for the next ten years. Another major wild card, the porn industry, should be watched carefully as well. Much pornography is found online today instead of in video stores, but it is really hard to say if this will affect the industry; there are certainly no signs that porn will be slowing down. Of course, before you worry too much about choosing a standard, you should start saving your money. A high definition TV and special cables are required to even enjoy the difference in the new formats. The cheapest players in either format start at about $600, and that is in addition to the cost of a high definition-enabled TV, whose costs range into the thousands of dollars. Ultimately, the timeless tale of technology is to wait and see, but do not wait too long because this is sure to happen again in another ten years or so.

Instructor: Jennifer Campbell

In today's consumer driven economy, companies use many different marketing techniques on television to sell their products. Advertisers will push the limits and go to great lengths in order to interest consumers and get them to purchase their products. The sale of perfume and cologne is one of the largest industries in today's economy. Perfume and cologne sales target audiences of all ages, genders, and social classes because fragrances come in all price ranges, scents, and serve a purpose nearly everyone can relate to. Fragrances can both improve hygiene and attract others to oneself through smell. The most common technique used in television advertisements to promote the sale of perfume and colognes, therefore, is the utilization of sex and sexual attraction .While this sexual theme runs through many advertisements, the marketing techniques vary for each product. The techniques used depend on the producer of the product, the target audience, the name of the product, and what the product smells like.

The three main branches of perfumes and colognes that are advertised on television are those made by designers/large companies, those developed by or named for famous persons, and those that are produced by smaller companies. All three types use similar techniques in that sex or sexual attractions are often used as their main form of advertising. This is an excellent technique because the purpose of fragrances is to smell nice and attract the opposite sex. Fragrance companies, therefore, use sex to show that their product will do exactly that. The commercials show that when one puts on the fragrance, people instantly become attracted to them and it may lead to a sexual attraction. Although this theme seems to run through many advertisements, each type of advertisement uses its own techniques as well.

The first type of fragrance, those made by designers or large companies, are usually more expensive and therefore target women and men who are middle or upper class. There is a basic setup that is followed by several commercials for fragrances made by designers or large companies such as Calvin Klein, Escada, Prada, Hugo Boss, etc… The basic setup consists of a man and a woman, often models, who are very attractive and have a physical attraction to each other. There is often music playing in the background that has a calm, seductive nature to it, such as jazz music or slow beats. There is rarely talking in the commercial, but at the end the name of the product is stated as a picture of the product is shown on screen. For example, Calvin Klein Escape commercials show a man and woman both in white swim suits and either near or in water. At the end of each commercial, the man ends up on the top of the woman kissing her neck. This type of advertisement is effective because it shows an intimacy between two attractive people that is coveted by many people. The lack of talking and calm music gets the attention of the viewer because it makes them question what the commercial is about. When the product is shown at the end and the name is stated, it answers the questions the viewer had regarding the nature of the advertisement and leaves the image of the product in the viewer's mind.

Another technique used for this same type of fragrance shows that the fragrance will make one desirable and portrays the man wearing the cologne as tough. For example, Roberto Cavalli's cologne called Man uses a rugged looking man walking down the road being followed by a snake for its advertisement. As the man walks by a girl, she looks longingly at him and he glances back at her. He then falls to the ground, the snake surrounds him, and he lifts its face to the sky. This particular advertisement is rather bizarre, which catches the viewer's attention. The man used shows that the cologne is masculine because it probably has a musky scent. At the very end of the commercial the viewer is shown that the snake is used because the bottle the fragrance is packed in has a snake on it pointing upward just as it was when the man held its head to the sky. Using an animal such as a snake in the commercial not only helps the consumer to remember what the bottle looks like, but it also develops the concept that the cologne is for a man who is tough and manly. While this advertisement strays away from the sexual attraction technique by focusing of the qualities of the man, it still contains it by showing a girl looking longingly at the man.

The second type of fragrances consists of those created by or named after celebrities. These types of fragrances are usually similar or a little cheaper than the designer brands and therefore target the middle to upper class as well. Instead of the commercial revolving around the physical attraction between a man and woman, like those made by designers/large companies, these commercials focus on the celebrity the fragrance is named for. There is still often a physical attraction shown, one that is between the celebrity and a very attractive person of the opposite sex, but the main focus is on the celebrity. The commercials can often look like a music video if the celebrity is a vocal artist, such as Hillary Duff's commercial for her fragrance With Love. The commercial consists of Hillary singing and dancing, but it contains a plot line in the video as well. The basic plot line is that Hillary leaves somewhere where she was getting publicity and is followed by an attractive young man. As she is walking away, she sprays some of her perfume onto her coat. As he is following her, she keeps changing her appearance and he follows her scent on the clothing she leaves behind. Eventually they meet in an elevator and clearly have a sexual attraction. The commercial finishes by showing the perfume and stating its name. This advertisement is very effective because Hillary uses what she is known for, singing and dancing, while showing that her product will attract the opposite sex.

In Sean Combs' commercial for his fragrance Unforgivable, he uses a similar technique in that he uses one of his songs and he stars in the commercial. The commercial is much more risqué than Hillary Duff's, however. In fact, this commercial has caused a lot of controversy because during the entire commercial the actors wear no clothing, only covered by their arms or sheets. In it Sean Combs is shown lying in bed with two women, one who is Asian and the other Latino. The initial version of this commercial showed too much of the naked actors that a second version had to be made. In the second version, they only showed flashes of Sean Combs with the two naked women while showing words flashing up on the screen such as power, seduction, sex, and passion. By showing visually, with both words and people, what the cologne will do for the wearer it makes the product even more desirable while keeping it more socially acceptable. This commercial is a perfect example of how far some commercials have gone in advertising perfume.

The third main type of fragrances advertised are ones produced by smaller companies. These types of fragrances are often targeted towards lower income people both because they are cheaper and that they are available in supermarkets and small stores. These fragrances such as Axe and BOD are cheaper, yet are advertised to have the same effect as more expensive colognes. The commercials focus on the attention a male will gain from females if he is to use the fragrance. One strategy used is to portray the male who is getting the attention as not very attractive and not the type of person that is thought of as being able to attract a lot of female attention. Typically, a commercial will show an average male who sprays on the product and, instantly, females are attracted to him and often more than one female at a time tries to pursue him. This gains the attention of average males and leads them to believe that they can likewise get this type of attention if they use the fragrance. These types of commercials, therefore, use average people and sexual attraction to gain consumers. This technique is very effective because the product is shown as being able to get the same attention one could get with a more expensive brand for a lot less money, and since most Americans today are in the middle class it appeals to a very large group.

Although these three types of advertising demonstrate many of the advertisement techniques used in the perfume industry, there are several other techniques used. The two most important factors in determining the advertising techniques are the name of the fragrance and the type of smell the fragrance has. The name of a fragrance is the thing the advertisers want the consumer to remember most because without knowing the name, the product will not be bought. Therefore, the name of the product plays a big role in the advertisement strategies. Commercials are often designed to show visually what the name of the product is. For example, Britney Spears' perfume Fantasy commercial shows a fantasy-like scene in which a male and a female are in a mystical land and the male shoots the female with an arrow in order to keep her there. Everything in this commercial gives the notion of a fantasy land from the sparkly, fluttering clothes to the upbeat, simple music. Britney Spears' Curious commercial likewise is based on the name. It shows a male and a female who see each other as they walk into separate rooms. Once in their separate rooms Britney shows her curiosity about the male by having flashes of their possible future together and by feeling the wall that separates them. This technique is very effective when advertising because the advertisers can still show a sex appeal while focusing the commercial on things that relate to the name of the product. The commercial for Escada's Into the Blue perfume uses the same technique. Their advertisement shows a girl swimming in the ocean wearing a beautiful dress. The commercial demonstrates, therefore, the girl going Into the Blue and embeds the name of the product into the consumer's mind. The abstract concept of a girl in a beautiful dress swimming around in the ocean adds an element of surprise and helps the consumer to further remember the product.

The smell of the product is obviously a very important factor of the product as well because after the consumer sees the advertisement for the fragrance and learns the name, they will smell it as the deciding factor of whether to buy it. Often what type of smell the fragrance has will be the theme for the advertisement. For instance, male cologne with a rugged, outdoorsy or musky smell will be advertised using a man who is considered rugged and doing things that are considered masculine, such as is shown in the commercial for Roberto Cavalli's Man. If the cologne is intended to smell more intimate and seductive like Sean Combs' Unforgivable, the advertisement will show a man getting significant sexual attention from females. Cologne with a clean, crisp businesslike or stronger sophisticated smell, such as ones made by high-end designers, will focus on a man who appears successful and of upper class.

This same technique applies to perfume advertisements. A more girly perfume, with a fruity or flowery scent, is advertised usually with a young girl who appears to be happy and enjoys life. A deep, rich smelling seductive perfume that is supposed to entice the other sex, similarly to seductive cologne, show women who are able to attract any man and get men to pursue her, such as the advertisement for She's the One in which several men float towards a woman who has just used the product. A strong, more musky and older smelling sophisticated perfume, such as Elizabeth Taylor's White Diamonds displays a woman who is in the upper class and appears successful similar to cologne advertisements. Showing visually what the product smells like is very effective because it gives the consumer an idea of what type of smell the product has and entices them to go physically smell it.

In most cases, these techniques all lead up to advertising one thing, the attraction of the opposite sex. Sometimes this attraction is shown as innocent but more frequently the attraction that is being displayed is more risqué and sexual. The actors in the commercials are shown wearing less and less clothing and in some cases, such as Sean Combs' commercial, they are completely naked, covered only by sheets. It is not unusual that sexual attraction should be used to advertise fragrances because the initial reason fragrances are bought is to smell nice and to get the attention of others, and in fact it is a very effective way of advertising the fragrance. Not only does it get the attention of the consumers while they are watching the advertisement, but creates a desire in them to go try the product themselves.

Instructor: Casey Rountree

Balance and everything in moderation, including moderation, right? This is an ideal way to view and manage your health. I think it can be safely assumed that despite all religious, cultural, ideological, racial, or *any* kind of difference, people around the world are interested in bettering and promoting their health. As a reader of *Health Magazine,* I'm guessing another safe assumption to make is that you as an individual take particular interest in your health. For our frequent readers, I'm sure you are aware and interested in the many kinds of alternative medicine available in today's world, and you may even be using some of them. For newcomers to *Health Magazine*, you obviously value your health and picked up this magazine in hopes of gaining some new insight or ideas on what exactly health is in this day and age. And you may be wondering how to best balance your health through the different forms of healthcare available today.

For many this is an important issue. You see, even though promoting one's health may be a universal desire, there are many different beliefs as to what the "best" method of healthcare is. Healthcare is directly affected by cultural beliefs. While some cultures may believe in the use of medicine men to cure illnesses caused by evil spirits, other cultures, such as our own, would generally find this a ridiculous means to cure a sick individual. Our culture has been primarily dominated by scientifically-based ideas on healthcare practices. We value healthcare based on scientific research and proven test results generated from randomized controlled scientific experiments. This is by no means a bad take on healthcare. In fact there is very little that can be argued against what is ultimately scientifically proven facts. However, as most scientifically inclined individuals or proponents of Western medicine would agree, there is always room for improvements to be made in the traditional American healthcare system. With this in mind, the question as to why firm believers in Western medicine choose to ignore or put down the effectiveness of complementary and alternative medicines (CAM) must be addressed. Despite huge advances in the scientific validity of some forms of CAM, and the overwhelming interest many Americans demonstrate in CAM, many Western medicine practitioners continue to turn their noses up to them.

Americans have recently demonstrated an overwhelming interest in forms of complementary and alternative medicine. A study conducted by Dr. Alan D. Woolf in 1997 found that "42% of Americans made more than 629 million visits to providers of unconventional therapy (as opposed to 387 million visits to primary care clinicians) and spent more than $27 billion on CAM, much of it out-of-pocket." Although this study is somewhat outdated, the trend in the popularity of CAM continues to grow. Why then, you may be wondering, aren't Western medicine practitioners responding to this trend in order to be knowledgeable of the methods of CAM their patients may be using, and accommodating to their patients' preferences? That's a question we at *Health Magazine* would also appreciate an answer to. Why should a patient's healthcare be limited to either Western medicine or CAM, instead of the possible combination of both to best suit that individual's beliefs, needs, and desires? The key is to balance the two forms of healthcare.

Now, for newer readers who are unfamiliar with the term complementary and alternative medicine, let me provide you with some background. CAM is a pretty general term. Types of CAM include but are not limited to yoga, meditation, massage therapy, aromatherapy, and herbalism. Herbalism, a traditional medicinal practice based on the use of plants and plant extracts, is one form of CAM that has shown significant advances in gaining validity for those who hold strict values in scientifically based Western medicine practices. According to a survey conducted by the National Center for Complementary and Alternative Medicine in 2004, herbal medicine was the most common form of CAM used by adults living in the United States. Despite these facts, Western medicine practitioners do not agree on the use of herbal medicines as effective healthcare because they question the scientific proof of herbal medicine's effectiveness.

In the past, tests on herbal medicine's effectiveness have been questioned on the grounds as to how scientifically sound the test procedures and actual results were. But now, tests on herbal medicines and remedies are becoming better regulated, and improved knowledge of modern scientific controls is enabling researchers to distinguish between actual results and results caused solely by the belief of those being tested that the medicine they are receiving in the experiments will actually have the results they are told the medicines will have. If herbal medicines are held to the same testing standards as the chemically engineered pharmaceutical drugs, why is there still doubt in the effectiveness of herbal medicine?

Western medical practitioners additionally argue that the dosage and regulation of herbal medicines is difficult to control. This is simply another excuse. The fact of the matter is that if Western medicine incorporated the use of herbal medicine into its practice and gave the herbal medicines the same regulations and standardization that are given to chemically engineered drugs, this would not be an issue, or rather an excuse at all. You should also be aware that many herbal medicines can be purchased in grocery stores across the country that only carry Food and Drug Administration approved products. If you trust that the groceries you purchase on a weekly basis are safe for use and consume, then you can also feel confident that the herbal medicines grocery stores carry are as safe.

The arguments against the use and integration of herbal medicine into Western medicine practices all seem to have fairly logical and simple counterarguments. Perhaps this statement is too bold though. The counterarguments may not be as obvious and logical to some Americans; however, the currently overwhelming popularity of CAM and herbal medicine use would suggest otherwise. If this is the case, maybe efforts should be made to enlighten those non-herbal medicine users and create unanimity among the American population which would force Western medicine practitioners to gain the necessary training and knowledge to recommend herbal medicines in place of some chemical drugs. This may also help to fill the void of personalized healthcare that we all sense in the current Western medical system and create a more humanistic, unhurried approach to healthcare. I think all readers, regardless of whether you do or do not believe in the effectiveness of herbal medicines, can agree that this alone would drastically improve the Western medicine healthcare system. So get out there and try some of the many forms of CAM available to you today. Then share your positive results with friends, and go ahead and tell your doctor as well. Spreading the knowledge of herbalism and its effectiveness will help in integrating it into your doctor's repertoire.

Instructor: Jennifer Novak

What are women's values and desires today? In my opinion, women's sundry backgrounds and beliefs make their diverse values difficult to classify. However, one thing is for sure: they are not the clear cut shallow values that women's magazines portray them having. As I examined three popular women's magazines, I found that the majority of the pages in these provocative magazines support superficial values like sex, material possessions, and shallow beauty. *Shape*, *Cosmopolitan*, and *Glamour* target young to middle age women and through their endless articles on beauty advice, sex information, and diet and exercise tips, they characterize women as one-dimensional, image obsessed robots.

Due to the absence of boundaries between ourselves and the general media, their presence is quite pervasive in our society. Whether we are watching a television program where one third of the content is devoted to commercials, listening to the radio that interrupts a great set of music to tell us about our dental care or legal needs, or driving down the street looking at rotating billboards plastered with ads, we hardly even notice they are there. However when you take a step back from these daily intrusions, you realize how influential the media has become and that even if you tried, you could not escape its powerful grip. We are so highly predisposed by the media that we have begun to adopt our values not from the three major sociological institutions of family, religion, and education like we used to. Instead, we are adopting them from TV, radio, and popular magazines; this is why we have begun to believe that the shallow values women's magazines depict are not only acceptable, but they are the standard as well. On average these magazines feature seven articles on the cover, and on average they provide one article about health, one about a celebrity or other current issue, three on beauty, fashion, and dieting, and two about sex and dating. Through this type of content, women's magazines depict American women as sex starved individuals hungering for another way to please their man or another beauty tip to keep them lookin' hot under any circumstance.

These magazines lure women in through their flashy "do it yourself" campaigns and their "life changing" advice. Through advertisements that use words like "Try before You Die" and "Must-Haves," producers convey a sense of urgency for readers to learn more about these topics. The messages they send through their effective advertising makes their audience feel that the beauty and sex tips they offer are necessary for not only their happiness, but their success in society. They play on reader's emotions by appealing to the universal yearning to be found attractive and to be loved.

After drawing readers in through showy advertising, you realize the type of messages the authors are hoping to convey. In bright and bold text on the cover of *Cosmopolitan* they tell you about "101 Sex Tricks to Try Before You Die" and "The Certain kind of Sex He's Thinking about 24/7." Not only are they soliciting for highly a promiscuous sex life, they are advertising the need for women to please their partner in bed. Although women in general experience on average experience fewer orgasms and leave bed feeling less satisfied more often, because we live in a patriarchal society, there proves to be more of a push to have men sexually satisfied than women, and don't forget, this is in a women's magazine! This should be catering to feminine needs rather than masculine; that's what men's magazines are for! Articles on improving the audience's sex life like these run abundantly throughout these magazines; on average there are over 9 articles, that's 25 percent, in every magazine discussing issues having to deal with sex and dating.

These articles are not just educational pieces about how to get more out of sex, they also expose candid and vivid details about sexual experiences. They describe embarrassing stories about stabbing partners in the legs with stilettos during kinky sex adventures, forgetting partner's names during awkward one night stands, and horrifying tales of sexcapades gone wrong. One women even describes an experience when,

> "After going on a couple of dates with this cute body builder from my gym, I brought him to my apartment to have sex. While we were hooking up, he said that he loved girls who were vocal in bed, so I gave him a lot of verbal feedback. At one point, when my eyes were closed, I threw my head back and said 'I can't wait! I need you inside of me- now!' He suddenly stopped and said, 'I *am* inside of you.' I tried to claim that I was lost in the moment and wasn't aware of anything, but I could tell he was pretty offended."

These graphic depictions of sex and promiscuity make the trashiest events seem normal and encourage irresponsible and risky behavior. Although they are more than willing to give you all the dirty details of these forward encounters, they never tell you the real dirt about the serious health consequences being this licentious can have. Through these tales, these magazines depict women as unchaste sexual beings who are willing to resort to the sleaziest endeavors to get their sex fix.

Even more frequent than sex material in these magazines are fashion and beauty tips. These types of articles occupy 33 percent of cover space and 40 percent of magazine space. Whether they include rigorous work out plans to whip that jiggly booty in to shape, makeup to cover up those unwanted flaws, fashion tips to flatter your figure, or diets to tell you that you are still not pretty or skinny enough, all of these articles make readers feel that attractiveness requires perpetual beautification. These shallow articles target every aspect of feminine insecurity and pounce on every woman's desire to feel attractive; no matter how content you may be with yourself, there is at least one beauty tip for you.

Whether *Shape* declares "Get Slim in Five Weeks" or *Cosmopolitan* says "What's Hot for Fall: Clothes/ Hairstyles/ Beauty Must-Haves" or *Glamour* advertises "50 Shortcuts to a Sexier Body," all of these magazines depict their audience as needing a lot of improvement. Although all women have different body shapes and sizes, *Glamour* gives you the "Sneaky tricks for butt, belly, thighs (and) every inch of you!" that way you can even perfect those "problem areas" genetics intended you to have. *Cosmopolitan* teaches you the "Makeup Effect (that) Guys Go Gagga For." This article does not focus on the confidence benefits these women could experience; instead, it focuses on the reason we teach women to do most things in this culture: to satisfy men and appeal to their desires. Unsurprisingly, the photo of the woman with the least amount of makeup was dubbed by one man, a "girl (who) would never catch his eye."

These articles and the media in general focus solely on having exterior beauty and enhancing your look through expensive and time consuming diet, exercise, and makeup and fashion tips rather than explaining that beauty can come from within. Being attractive in the end has relatively little to do with looks; it has to deal with confidence and the stunning personality you having blooming inside a functional body built for the demands of this earth, but these mags would never tell you. And I'll tell you why: when the magazine shows flawless models promoting different products, the readers go and purchase these miracle items in hopes of achieving the same look. Once the magazines build their customers' reliance on expensive fashion and a plethora of products, the makers of these products' sales go up. These product companies see that investing in add space is profitable, therefore they buy more magazine ads. The magazine then make more money by selling the add space and becomes a more lucrative company. So ultimately they are not interested in telling you that beauty comes from within because that's just not profitable.

Articles depicting various methods to physical self-improvement are always accompanied by pictures of gorgeous and perfect women. From their slim figures, voluptuous breasts, youthful appearance, and flawless skin, none of these women appear to face any of the "problems" that real women face. Although they are touched up and airbrushed to look this way, readers perceive their good looks to be a product of whatever beauty miracle it advertises. Believing in this miracle, women go looking for confidence at the bottom of a tube of lipstick rather than from within. The diets and work-out plans they tell women to follow do not describe the health benefits of being in shape; they only tell readers about the benefits of to be able to flaunt that slender toned body. These magazines' portrayals of artificial health depict readers as being unconcerned about their well-being, only desperate to fit the one-dimensional model mold.

Women's magazines endless articles on sex, dating, beauty and fashion tips, and diet and exercise plans depict women as shallow creatures living to satisfy men. They portray them as having no real intellectual depth or abilities, rather purely as creatures of the exterior concerned only with appearances. They posses no real confidence, only the assurance that their expensive makeup and fashion can provide. Women should be offended by the superficial light they are depicted in through these magazines They should defy the magazines' definitions and assert that they are more than a pretty face and a perky ass. Magazines should show that women are intellectuals with drives and aspirations worlds beyond what hairstyles and handbags can satisfy. Show them that women can and should assertively demand attention and respect for their identities holistically. So all you others out there, watch out if you mistakenly attempt to identify one of us real women as one of those lame excuses for a woman.

Instructor: Doug Hesse

There is an ongoing debate in the psychological world concerning whether a legitimate addiction to the internet does, in fact, exist, or whether this is another example of a tendency to label any simple obsession or lack of personal restraint as something more. For this particular addiction to be legitimate, one side of the debate argues that there must be verifiable consequences of the addiction in the everyday life of the addict and biological evidence that shows something abnormal. Those who claim that an addiction to the internet is legitimate do so because of the fact that there are individuals who seem to meet that requirement. Studies have shown that because of an exorbitant amount of time spent on the internet, people can suffer adverse affects such as depression, degradation of the family and social life, mood swings, and inability to quit, and even the buildup of tolerance. Therefore, a definite conclusion can be made that addiction to the internet is real.

To bring this discussion into the scientific realm, core components of addiction that are typically analyzed when determining whether or not an addiction exists must be addressed. These components include "salience, mood modification, tolerance, withdrawal, conflict, and relapse" (Gackenbach 141). Those who disagree with the assertion that an addiction to the internet exists feel that excessive time spent surfing the web is only a symptom of an underlying problem, such as social anxiety or depression. This belief extends into an arena where many believe that internet addiction is only a subset of something larger, known as a technological addiction where the actual cause of abuse is manifested deeper in the individual. The same could be said for alcoholism, where many times the individual abuses the drug because of unhappiness in life or a sub-par personal relationship. Yet alcoholism is never considered anything less than a serious addiction.

The debate over whether or not such an addiction to the internet actually exists brings in to question the very methods by which an addiction is defined in the scientific community, and the fact is that there are no standard criteria for defining one. While many addictions share similar consequences, it is impossible to directly compare the attributes of one to another. This makes it difficult for many psychological experts to see how internet addiction could be similar to alcoholism, a commonly recognized addiction. Still others, including many who suffer from its unfortunate effects, desire that the condition be formally recognized so that progress can be made to research and treat it.

One case in particular that puts this issue into perspective is that of James Pacenza, a former employee for IBM (Holahan). Pacenza had spent that last 19 years working for IBM when he was fired for visiting an inappropriate website. IBM stated that by logging into that particular website, he violated the business conduct guidelines and also misused company property. Pacenza, on the other hand, claimed that his internet use was out of control and was a form of addiction that stems from post-traumatic stress disorder that he suffers from due to military service during Vietnam. He also alleges that he had admitted to one of his superiors about the problem earlier that year, but they did nothing about the issue. Pacenza's lawyer agrees that IBM should not have fired him and they are suing for 5 million dollars for wrongful termination. His lawyer, Michael Diederich Jr., believes that IBM fired him without ever showing concern for his addiction and that they should have tried to offer Pacenza some sort of help, maybe by blocking his access to certain internet sites providing another sort of treatment. The stakes are high in a case such as this because a ruling in favor of Pacenza would completely change the outlook towards compulsive internet use which could force its inclusion as a disease protected by the Americans with Disabilities

Act. This would force businesses to give serious consideration to employees who suffer from internet addiction and make it more difficult to fire them. As it stands, the current and 4th version of the American Psychiatric Association's (APA) book that categorizes every scientifically accepted addiction, the *Diagnostic and Statistical Manual of Mental Disorders*, does not recognize internet addiction. Considering that this is the golden standard for recognizing a disease as legitimate, the lack of internet addiction in its pages makes Pacenza's case much harder to win.

However, this is not to say that there aren't qualified professionals who believe otherwise, despite the APA's ruling. One in particular, Dr. David Greenfield, an assistant clinical professor of psychiatry, believes that compulsive Internet use can be defined as an addiction and is synonymous with "alcoholism, drug abuse, and pathological gambling" (Holahan). He feels that those who suffer from this disease use the internet as a medium to change their mood and feel happier, much like the way an alcoholic uses alcohol. He also feels that those who truly suffer from the disease lack the ability to change their behavior, despite warnings from work, a reduced social life, or even the degradation of the family unit. It is clear that he places little importance on a book that will not be updated again until 2012, as it is only revised every few years. He expresses his firm beliefs by saying that "it is not surprising that it is not defined yet, because theses things change very slowly" and then adds "But when you are in clinical practice and you are dealing with people's lives, you can't wait for those issues to be addressed" (Holahan).

Other studies have been conducted that seem to support Dr. Greenfield's assertion. One very thorough study, conducted by Kimberly S. Young at the University of Pittsburgh at Bradford, worked to create a set of criteria that could be used to determine whether an individual was indeed addicted to the internet and then utilized the criteria to assess the prevalence of the disease and study its effects. This study took note of the fact that internet addiction was not listed in the lasted volume of the APA's manual and chose to model their criteria after pathological gambling, which was believed to be the most similar addiction to internet abuse that the book listed. It asked 396 participants eight questions regarding their feelings on their own internet use, then asked them how much time on average they spend on the internet. The focus was on the difference in attitudes, behaviors, and characteristics of those who reportedly abused the internet in contrast to those who did not.

The findings of this study were startling and demonstrate how many of the characteristics of internet addiction are similar to characteristics in other addictions already recognized in the manual. The conclusion that "dependants [those suffering from an internet addiction] gradually developed a daily internet habit of up to ten times their initial use as their familiarity with the internet increased" indicates a tolerance build up, an indisputable attribute of addiction (Young, "Internet Addiction"). Other interesting characteristics revealed by this study were "personal, family, and occupation problems that have also been documented in established addiction such as pathological gambling" (Young, "Internet Addiction"). Addicts who are enrolled in a university or those who are still in grade school and are unable to control their internet use face "poor grades, academic probation, and even expulsion…" (Young, "Internet Addiction"). Social relationships also suffered as "dependants gradually spent less time with real people in their lives in exchange for solitary time in front of a computer" (Young, "Internet Addiction"). The problem can become so significant that addicts disregard their own, personal responsibilities. This is especially evident in one case where a mother neglected to "pick up her children after school, to make them dinner, and to put them to bed" due to her internet abuse (Batinic 44).

Another tell tale sign that internet addiction shares symptoms with other currently validated addictions is the denial that accompanies severe addicts. The same study by Young showed that when loved ones raised issue about another's time spend on the internet, "complaints were often deflected as part of the denial exhibited by Dependants" (Young, "Internet Addiction"). Sometimes, addicts become so enraged at the constant barrage of questions that they become angry or resentful, which breaks down social relationships even further. Lying, an occurrence that commonly accompanies narcotic abuse is seen in those who abuse the internet as they try to hide the truth from those who inquire.

It is clear that internet addition can play a substantially negative role in the quality of life in an individual in regards to social relationships and personal accountability. Yet there is still the issue of the biological effects that are needed in order to persuade many psychologists that the addiction is valid. A study conducted by psychologists Robert Rodgers and Kimberly Young established definite links between depression, a quantifiable biochemical imbalance, and internet abuse. What this study proved was that incidents of internet addiction were higher in those who already suffered from "low self-esteem, poor motivation, fear or rejection, and the need for approval" (Rodgers, "The Relationship Between Depression and Internet Addiction") which are all signs of depression. Initially, this would seem to serve as evidence in favor of those who believe that internet addiction is not real and that those who supposedly suffer from it are just manifesting their true problems in other ways that are more closely related to the more general "technological addiction." Although a connection has been made, it is still unclear about whether or not internet use resulted in depression, or whether depression led the individual to the addiction. However, the study also explained how depression could be a direct result of the addiction. It postulates that one way this could occur would be as an addict increasingly avoids real-life social interactions due to a build up in tolerance which requires more time spent on the internet, depression would ensue as this basic human necessity was neglected.

Another way in which internet addiction can cause genuine biological changes in the form of depression is that as addicts become more obsessed, they spend less time sleeping in order to fulfill their internet need. In yet another study by both Rodgers and Young, they showed that "Sleep depravation caused excessive fatigue" which would result in a decreased mood and overall quality of life (Rodgers, "Internet Addiction: Personality Traits Associated with Its Development"). Furthermore, this fatigue would also lower the immune system, which would make addicts more susceptible to disease. Due to the requirement for prolonged, an internet addict's lifestyle becomes a sedentary one. Some of the physical effects that internet addicts are at a higher risk for because of this are carpal tunnel syndrome, back strain, and eyestrain.

It light of the discoveries made by psychologists who have extensively studied this issue, it should now be clear to all that an addiction to the internet is a legitimate and unfortunate occurrence. The negative effects can often completely ruin the life of the addict. It is interesting to note is that countries like Korea and China have already recognized this addiction and are well ahead of the United States in providing treatment to those afflicted with the disease. In response to a growing number of addicts due to their "highly-wired society" (Holahan), Korea created a Center for Internet Addiction Prevention and Counseling. China too, has created help centers and even has rehabilitation programs where employers can send employees to recover from the addiction and learn ways to better use their time and energy.

To once again reference the story of James Pacenza, it is imperative that the United States move to recognize this problem and do something about it. A serious repercussion could be that our economy would suffer because of decreased work effort in employees with the addiction.—not to mention that it is immoral to sit back and do nothing when there are many who suffer a lessened quality of life due to this disease. Psychologists are working hard to study and classify this occurrence, and it won't be long before internet addiction becomes completely accepted into the same ranks that drug addiction and gambling addiction are in today.

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Instructor: Duncan Barlow

Author Alec Kuckzynski states in her book *Beauty Junkies* that the reason women are getting breast implants is because of pressure from men who have been impacted by pornography. She argues that when men watch porn, they form opinions of what women should look like and then base their preferences on these videos; then, women feel pressured to get implants in order to achieve the look that porn stars possess and men idolize (Kuckzynski). Although Kuckzynski's argument is appealing, I fail to agree with her idea that women are getting implants strictly to attract men. From the numerous studies I found, most illustrated the fact that women purchase implants for their own personal gratification and not because of a desire to appeal to men. A quote from the National Library of Medicine and the National Institutes of Health helps prove my point: "Breast augmentation patients appear to be motivated by their feelings about their breasts rather than direct or indirect influence from external sources, such as romantic partners" (Sarwer).

This conclusion was extracted from a study of "twenty-five breast augmentation surgery candidates" who completed questionnaires that assessed their "motivations for surgery" (Sarwer). Susan Thorpe, a psychology lecturer and cosmetic surgery researcher at the University of Surrey, also states that ". . . Most people are motivated to undergo cosmetic surgery because of body-image dissatisfaction" (Dittmann). These studies prove that many women aren't that interested in the level of appeal they exert toward men, rather they opt for surgery as a way of improving their self-confidence.

A Breast Implant Patients Survey from 2003 took over 5,000 women and evaluated what their main goals and motivations were for getting breast implants. From the assessment, over 81% of women admitted that they "wanted to feel better about themselves," "79% wanted to feel more confident," and "74% wanted to fell less self-conscious." Under the title, a sub note stated that their reasons "primarily relate to their sense of self" and "pleasing others was one of their lowest priorities" (Snow and Colbert).

Interviews with various breast implant patients further prove the point that women are less inclined to get implants for men and more inclined to get them for themselves. Someone who I had the opportunity to interview myself about breast implants was my mother. My mom received implants a few years ago and says the reason she got them was because she wanted to boost her self confidence. She stated that she didn't want larger breasts to attract men, but she wanted to look in the mirror and like what she, herself, saw. Another woman named Jennifer Upton says in an interview with USA Today that she was uncomfortable with her breasts since she was a teenager and often worried that she would be "mistaken for a boy" when she wore tee shirts (Rubin). However, when she got older and finally felt more comfortable looking into breast enhancement surgery (this type of surgery was looked down upon when she was growing up and viewed as distasteful), she decided that it was something she wanted to do for her to improve the way she felt about her body.

Finally, Monica Munro says in her interview with USA Today that she thought about getting implants all her life because she felt her body was disproportionate. She finally got DD implants put in to even out, what she thought of as, a very heavy bottom half. The article goes on to state that none of the women that USA Today interviewed got implants because their husbands wanted them to; they simply got them because it was what they wanted for themselves (Rubin).

Not only are women concerned about improving their appearance in order to boost their self-esteem, but many believe in the popular theory that "physically attractive people often receive preferential treatment and are perceived by others as more sociable, dominant, mentally healthy and intelligent than less attractive people" (Feingold). Some women opt for breast enhancement surgery because they think it will help them more easily advance in their careers. One writer for Ezine Articles.Com states that "the sad thing is, she probably will have a better chance" (Russell). Although two women may possess the same intelligence level, personality, and occupational skills when going in for a job interview, most times the better looking one will get the job.

The idea of youth and the obsession with it in our society also affects the decisions women make to get breast augmentation surgery. One online blogger named Aaron, states as she gets older she's "begun to notice older women more and noticed older women noticing [her]." She goes on to agree with my argument that society is obsessed with exuding an aura of youth by talking about "40 year old women getting plastic surgery [and] dressing like 20 year olds" (Aaron). All women love to be admired; they enjoy walking into a room and having all eyes on them. However, it is somewhat easier to receive this reaction when you are younger than when you are older because people seem to notice you less and less for your looks. With breast augmentation deleting the appearance of aging though, more and more women are opting for the surgery as a means of regaining their youth and attention.

Breast augmentation surgeries are on the rise also in part because of breast cancer. According to the FDA, in 2003 "there were nearly 255,000 breast enhancement implant surgeries," 68,000 of which were for breast cancer survivors who "received breast implants for reconstruction following mastectomy" (Rodas). Cancer survivor, Alisa Gilbert (whose story is posted on the Lance Armstrong Foundation website) says she chose to get breast implants after losing hers because it helped take away the "daily reminder" of what she had gone through and improved the way she felt about her appearance. Gilbert had a modified radical mastectomy in which the doctors removed both of her breasts. She says that when she took her bandages off, her "whole self-image" completely changed (Gilbert). She felt she lost her sense of femininity and that she thought the way people looked at her had changed as well. For Gilbert, getting implants didn't replace what she had lost, but it did help boost her self-esteem and confidence.

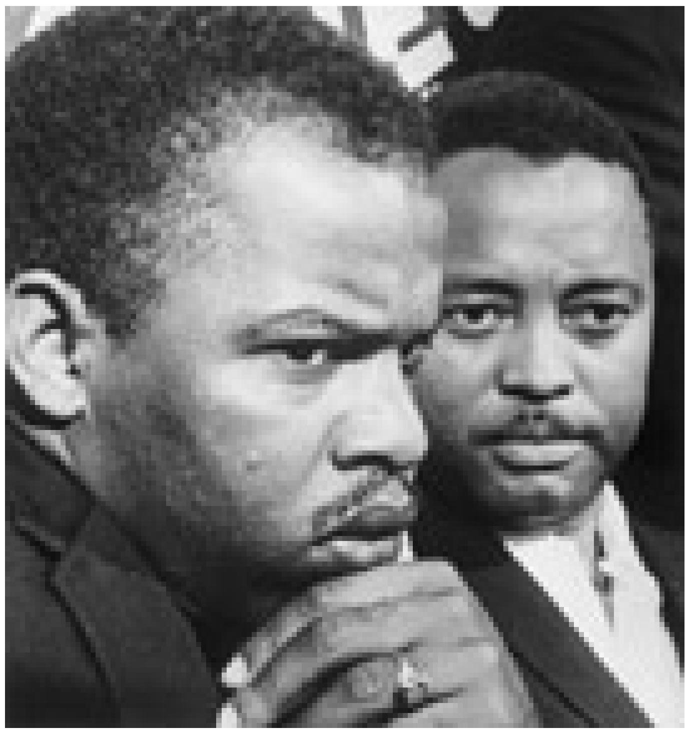
Another breast cancer survivor who got implants was my aunt. When I asked her why she chose to get implants after her surgery, she stated that she was given the option of getting a prosthetic breast, but instead chose the implants. She said that although the prosthetic would fill in her bra when she was dressed, her chest would be flat once she took it out to go to bed or get in the shower. This idea wasn't at all appealing to my aunt because it meant that sometimes she would have a breast and sometimes she wouldn't. So she chose to get implants to replace the empty cavity where her natural breast had once been. To my aunt, getting implants and replacing what she had lost was important because she, like Gilbert, also believed that her breasts defined her femininity. Once again, these stories show that the women's perceptions of their own bodies and what it means to have breasts, affected their decisions to get breast implants.

Looking back over the evidence I've found, it's obvious that many different instances can present a reason for women to get breast implants. Many women opt to get them after years of dissatisfaction with the way their bodies' look, some feel that by getting implants this will help them advance more quickly in their careers, and others get them as a way of regaining self-esteem after losing their breasts to cancer. By looking at all of the evidence I found, I believe that women largely, as a whole, get implants for their own self interest. I fail to be solely convinced by Kuckzynski's argument that women are impacted by men who are impacted by porn. Although there is a small percentage of women who do get implants for men, Kuckzynski doesn't seem to have enough evidence to support her case and therefore, doesn't have enough of a chance in convincing me that her argument is valid.

Instructor: Katie Ahearn

A World of Good

Exploring pressing social and cultural issues



Tear gas is a hell of a thing. My mom rushed me to the car, and I didn't get hit very hard by the white cloud of smoke, but unfortunately I was hit hard enough. My eyes started to burn, and the pain shot through my entire body like an electric current that kept on flowing. When the World Trade Organization convention came to Seattle in the year 1999, many people came to protest the WTO and its policies, while many others just came for the chaos. I was in 5th grade at the time and didn't know what the WTO was nor did I have any thought on what the protestors were demonstrating about. The only thing the WTO protests taught me was that tear gas hurt and that it burned. I still remember the police trying to keep the mob down and the mob trying to overcome the police. I couldn't see very well when my mom tried to get us out of that hellhole; water had started to bleed out of my eyes. It seemed more like two demonic armies wrestling for control. Maybe it was the tear gas or the violence I saw; either way, I started to cry.

No one believed that the protests would turn into the war that they did. I can remember my parents talking about the WTO and the protests surrounding it before they even started. My dad was trying to get as much work done in his Seattle accounting office as he could. He was more worried about finishing up by April 1st than about his son being tear-gassed. Hell, he was more worried about the traffic the protesters would cause by blocking the streets than anything else. Living in Bellevue, a city right outside Seattle, traffic was usually bad enough without a bunch of hippies (his words) on the streets. My mom was just worried because apparently the JC Penney in Seattle was having a sale, and, lucky me, I got to go with her.

As my eyes bled tears on my mother's Windstar van, I could only see the faint outline of people, but it was enough to tell what was going on. I saw a protester throw a piece of brick at a cop and then saw the cops go after the maniac. More bricks started to fly from the crowd at the cops with one striking a certain policeman's head and cutting it open. Blood flowed on the ground caused by the protesters who wanted peace. The police responded with tear gas which sometimes dispersed the crowd but at other times just enraged it. The mob turned on the police, giving the cops little choice but to take out their guns and fire rubber bullets at their assailants. If the police had not done so, they could have been dead, and the crowd would have dealt with the WTO diplomats the way they wanted. Of course, rubber bullets work well, if by working well you mean blood running down the wounds of an innocent mother's face and people being crushed as the mob runs away from their rubber assailants. As my mom drove me back to Bellevue or sanity, as I viewed it then, I saw all of this. The beginning, the middle, and the end of violence, and I saw it happen over and over again.

When the protests finally ended and the WTO finally left, the real damage could be seen. My father's business had almost all of its windows smashed in and the parking lot fence had been torn apart. Starbucks, a company that the protesters were not exactly fond of, got the worst of it. It was hard to find a Starbucks in the area that the protesters had been in that had not had its windows smashed in and that did not look like an earthquake had hit it. I had a friend in school whose mom worked in Seattle. The protesters destroyed her car forcing her to actually sleep in her office. Many of her fellow employees joined her I later learned just out of fear of the protests.

I wish I could say that I discovered some secret truth and somehow sound on par with the Dalai Lama. In class, though, when we discussed the protest all I had to say about it was it was stupid. The cops were stupid and the protesters were just idiots. I was in fifth grade and maybe that was the height of my logical abilities at the time. Still, that is the best message I can gain from the WTO protests. No matter how many Starbucks windows you break, they will still use non-free trade coffee. No matter how many tear gas grenades you throw, they will just keep going back at you. Even though in fifth grade I did not know what free-trade meant or what tear gas was even used for, I still understood the basic principal that usually violence is only met with violence. I could have learned this from the teachings of Gandhi, but instead I learned it from inhaling tear gas.

In my entire life I have never been in a fight. When being somewhat verbally and physically assaulted for my belief in Catholicism, I didn't fight back with violence, but instead used the power of logic. I knew my fists would not stop their verbal assaults here or in the future. I still remember the pain of the gas, but I now usually think about how pointless use of that gas was instead of thinking about the pain. Tear gas is a hell of a thing. It makes most people tear up and lose their ability to perceive, yet it allowed me to see clearly what violence really is: pointless.

Instructor: Linda Tate

Although tourism can be a very enjoyable and educational experience for the tourist, it can be very damaging to the tourism site and to the natives who reside there. As tourists, we often do not experience the true culture of the place we are visiting. This blinds us from seeing how the place is affected by tourism, causes misconceptions about the natives, and keeps us from seeing the true nature of the place. A perfect example of a place greatly affected by tourism is Hawaii.

When one thinks of the Hawaiian Islands, often an image of tropical islands with nothing but beaches and palm trees comes to mind. This may be how the Hawaiian Islands used to be, but today it is completely different. When tourists exit the airport in Oahu, they are surrounded by warm, humid air and the smells of Hawaiian flowers. As they gaze around, the tourists see palm trees, bushes, and beautiful flowers. After getting into a taxi cab and beginning to drive to their resort, the palm trees and bushes disappear and they are now surrounded by high-rises. The tourists find themselves in what appears to be a large city rather than a tropical island. The taxi pulls up to a line of resorts, crowding Waikiki beach, and drops the visitors off. This is an everyday occurrence in Oahu, the home of Hawaii's capital Honolulu. What used to be a beautiful, lush island has turned into a large, overcrowded city that is one of the biggest tourist destinations in the world.

While Oahu, especially the Waikiki area, has become overdeveloped and full of tourists, the tourists do not seem to mind. It does not seem to bother them that they can barely find a place to lay on Waikiki beach because they are in "paradise." They do not stop to think about whether Hawaii has always been the way it is now. They do not think about the struggles the Hawaiian people have encountered. The tourists are on vacation, happy with where they are, and the fact that tourism has completely changed Hawaii does not bother them. Of course this is not the case for all tourists to Hawaii, but from my personal experience it seems to be the case for many.

The land on the Hawaiian Islands was taken away from the Hawaiian people and put to public use, and the islands became overrun by immigrants and tourists. The lands still do not belong to the Hawaiians today. In 1921 congress set aside 200,000 acres of land for the Hawaiians. These lands were supposed to be "trust" lands held for the Hawaiians' use, but instead these lands were put to public use, as was the rest of the Hawaiians' land. The Hawaiians have tried to petition for the control of these lands several times with no success. Instead, the control of these lands is in the hands of non-Hawaiians. The Hawaiians, today, "want to establish a nation-to-nation relationship with the U.S. Government and with other native nations" (Trask 333). They want to be noticed as a sovereign people in order to control their own land base, government, and economy. Because of the great tourist attraction of Hawaii, however, this will probably never happen (Trask 333).

The immigrants that initially came to Hawaii consisted of people from Japan, China, and Portugal, as well as several other European countries. In fact, in Hawaii today it is rare that a tourist will encounter a real Hawaiian at all. Many people think the people of the islands are Hawaiian when they are really of Asian descent. This is mainly due to the advertisement of Hawaii in which the pictures of the people, mainly the hula girl, are Asian rather than Hawaiian. With all the incoming Europeans, the Hawaiian language was replaced with English. Today, it is very rare that anyone can speak the full Hawaiian language in Hawaii or even understand any of it. With the use of English rather than Hawaiian, the music and dance of Hawaii was greatly affected as well.

The music changed from chant-like songs in Hawaiian to more melodic songs in English. The ancient drums used were replaced by guitars and the ukulele, and the hula became a standing dance rather than a seated dance.

Once tourism became a huge part of Hawaii, the hula and music changed even further: "Hawaiian dance [became] a kind of 'airport art' aimed primarily at tourists." The hula changed in order to please the tourists and bring in revenue. The biggest change made on the hula was the emphasis on hip movement. Hip movements became the focus and were much more rapid than before. The arms, which in ancient hula were the main characteristic of the hula, took a background position to the hips (Desmond). The dancers also no longer stood stationary; they began to move quickly around the stage or space while gesturing to the audience. The new dance form is seen as repetitive due to the use of only a few different steps or sensuous due to the hip movements (Pollenz). The dancers became almost all female and their costumes contained less and less clothing. All these factors added to the new sex appeal of the hula and the use of the ideal hula girl as advertisement, both of which have led to misconceptions of the Hawaiian people.

Today, a hula dancer is rarely a real Hawaiian or has any Hawaiian ancestry at all, and they do not understand the Hawaiian language at all. Due to tourism, the hula girl has become the idealized figure for Hawaii. According to Jane Desmond, "The tourism industry used female bodies as sexy signifiers of Hawaii." The image of the hula girl is seen in Hawaiian advertisements, billboards, on television, in movies, and in souvenir shops. Dancing hula girls can be found at nearly every hotel, on the beaches, in shopping centers, and elsewhere throughout the islands. The ideal hula girl is beautiful and graceful. She has dark hair, brown eyes, wears a grass skirt, and has a beckoning smile. She is seen as accessible, hospitable, and natural. Hawaii and Hawaiians are expected to have these same characteristics, and the hula girl, therefore, is the main representative of Hawaii. Upon arriving in the Hawaiian Islands, visitors already obtain a vision of what the hula and hula girl should look like and be. The tourism industry, therefore, must accommodate this and give the visitors what they desire (Desmond).

All the false images of what Hawaii and the Hawaiian people look like have lead to the most significant cultural changes. When tourists come to Hawaii, they expect to see certain things and Hawaii must therefore accommodate. One of the most common tourist attractions in Hawaii is the lū' au. Lū' aus bring in approximately $270,000 per week and over three hundred and fifty tourists per night. The hula performed at lū' aus have even more emphasis on hip movements and turn into more of a show than a dance telling a story, like the ancient hula did. Besides the hula, there is also Tahitian dancing and Samoan fire dancing. Tahitian dancing is similar to the hula, but drums are played much louder and the dancing is faster. In the Samoan fire dance, the dancer, who is usually a guy, brushes a flame over his body and balances flaming batons. These two dances emphasis Pacific Island stereotypes, "the graceful, sexy maiden and the whooping, drum-driven 'savage' clad in loincloth" (Desmond). Tourists accept what they see at Lu' aus and when just watching the dances around the islands, as what real Hawaiians are like: "Most tourists today are delighted to find in Hawaiian dance evidence of the happy, unspoiled, and earthly nature of the Hawaiians, which they presume to be characteristic of the natives" (Kaeppler). The tourist industry has created a sort of "reconstructed ethnicity" (Desmond). The lū' aus are not only for tourists; however, non-tourists use them for special celebrations such as weddings and birthdays. "The tourist version revolves around consumption: of food, sights, sounds, and lots of drink" (Desmond), whereas the non-tourist version focuses on the music and dance.

Like previously stated, the tourist industry has led to the overdevelopment of Hawaii. On Oahu, where the capital is, the beach is lined with resorts and shops inhabited by thousands of tourists. Not all of Hawaii is overdeveloped but in some parts, like Waikiki Beach in Oahu, which is the main tourist destination, there is noting but large buildings and overcrowded beaches. On some islands, such as Kauai, there are still quiet beaches and small houses where natives reside, however. These smaller islands area less known and, therefore, they do not attract as many tourists. On these islands the true culture of Hawaii is more likely to be experienced. The difference between these islands demonstrates how much tourism has affected Hawaii.

I have been to Oahu several times with my family because my grandparents lived there. While the first time we went we did a lot of touristy things, the next few times we got to experience other parts of the islands. The first time we, like hundreds of other tourists, took our place on Waikiki beach and spent the entire day there. We also visited tourist attractions like the Dole Pineapple factory and the Pearl Harbor memorial. All these sites were nice to see, but they did not let us experience the culture of Hawaii. The next couple times we visited, however, we went to other parts of the islands and went to other beaches that had very few people at them. We would drive around until we found a nice beach, then we would spend the day walking around or going snorkeling. We also went to restaurants in little villages rather than the large chain restaurants, and we drove around the island taking in the different things there. It was not until I traveled to Kauai, that I really realized the huge impact tourism has had on Hawaii. In Kauai, there are small roads that are surrounded by beautiful trees and bushes instead of buildings and high-rises. While we stayed at a resort in Kauai, it was completely different than the resorts on Oahu. The resort was small, outdoors, and steps away from the nicest beach I have ever been to. At this beach there was hardly anyone and it was not difficult to find a place to lie. While it was still a tourist resort and a beach for the resort, it felt much closer to what the "real Hawaii" may have been like. In Kauai, we also got to go on hikes in several places throughout the island where it felt like we were the only ones there, rather than walking to a tourist site surrounded by other people. It was much nicer to go to the less touristy part of Hawaii and feel a little closer to what Hawaii used to be.

Many people may argue that tourism is a very positive thing because it can boost an economy. They may say that it brings in revenue and provides many jobs. While I agree in a sense and I think tourism is a valuable education tool, I think that, in Hawaii, the negative effects overrule the positive. Trask states that the Hawaiian people do not like the tourism in Hawaii, and they do not like how their land was unrightfully taken. While it may be true that tourism boosted Hawaii's economy, who is to say that the Hawaiian people wanted this boost? They had a culture and traditions of their own, and when their land was taken away and tourism overtook their islands, their culture was and is almost completely lost. This shows that while tourism can be a good thing, when it completely controls a place, it is very negative.

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Instructor: Casey Rountree

"If knowledge can create problems, it is not through ignorance that we can solve them." Although Isaac Asimov spoke these words in a broader context than sexual education, they correlate directly to the debate between abstinence only and comprehensive sexual education. We have a problem with the high rates of pregnancy and STDs among teens and to solve this problem, we need to provide students with the type of education that will best promote their health and lower these tragic statistics. Although proponents of abstinence-only education argue that giving students an inclusive sex education encourages them to have sex, Asimov is right: depriving them of the information and instilling ignorance into our youth is certainly not a good solution. By not equipping students with the necessary tools and information essential to protecting themselves, young adults will ignorantly engage in unnecessarily risky behavior. Although abstinence-only education does have some benefits, I will show you how many of its advantages are constructed from misleading information, and why comprehensive education is the best type of sexual education to provide America's youth.

Abstinence only is a form of sex education which generally teaches students that the only way to prevent getting pregnant or STDs is to abstain from sex until marriage. In most cases, this type of education avoids any discussion about sex or the use of contraceptives; or if it does address contraceptives, it usually only reveals failure rates associated with such use (Gahungu 62). A study by Peter Bearman, former chairman of Sociology at Columbia University, has shown that receiving and pledging to abstinence only education delays the onset of sexual activity by 18 months (Santelli 848). Proponents of this education claim that this gestation period is a step in the right direction regarding allowing maturation to lessen the emotional trauma associated with losing your virginity, especially at a young age. If adolescents did experience emotional trauma this would be an important and valid argument, however, studies have not proven this data; in fact the SAM review, a peer reviewed research study "found no scientific data suggesting that consensual sex between adolescents is harmful…We found no reports showing that initiation of adolescent sexual intercourse itself has an adverse impact on mental health" (Santelli 844). Any negative psychological impact that was found was a consequence of preexisting mental health issues concerning childhood and family trauma rather than sexual intercourse. Although the mental health of America's youth is extremely important, because studies have not shown that sex between adolescents has adverse psychological effects, this argument for abstinence-only education becomes irrelevant.

Although Peter Bearman found that receiving and pledging to abstinence education was found to delay initiation of sexual intercourse by 18 months, who is to say that these students were not already predisposed to this choice? For example, since schools with a religious affiliation only teach abstinence-only programs, many of the students who receive this type of education usually have a strong religious background. Since students not only had to receive abstinence only education, they also had to pledge to abstinence to be part of that statistic, it would seem that the 18 month delay has more to do with each student's morals, rather than the type of education that they received. After all, their values have been fostered by a lifetime of parenting and religious persuasion while they only received sex education for a year at most.

One main reason that proponents of abstinence-only education are satisfied by the 18 month delay of sexual onset is that they say students will be at lower risk for contracting STDs and STIs since they are sexually active for a shorter period of time. However, "[a] second study involving a longer follow-up period (six-year follow-up) found that the prevalence of STIs (chlamydia, gonorrhea, trichomoniasis, and HPV) was similar among those taking the abstinence pledge and nonpledgers" (Santelli 848). In the end, even though abstinence students had been sexually active for less time, they managed to contract relatively the same amount of STDs and STIs in a 4.5 year period in comparison to their peers in a six year period. On the surface abstinence-only education may seem like it keeps young adults safer; underneath, it is not the case.

One large problem with abstinence programs is that they can often be perceived as having a religious bias. Since it is predominantly a religious belief, especially of Christianity, that people should wait until marriage to have sex, and because most unreligious people believe in less strict rules and that people should wait for a relationship or love to have sex, teaching abstinence until marriage can be perceived as having a religious connotation. Not only is it a problem for it to be taught in public schools because of the lack of separation between church and state, it also is not inclusive and, therefore, discriminatory. The religious implication that coincides with this education automatically turns students off who have differing beliefs. Although it may not be the programs intention, the students with differing beliefs may feel not only neglected by this type of education, they may also feel shunned by it. .

There are other groups in addition to those who different religious beliefs that abstinence only education does not accommodate; because sex education is primarily taught in high school, this type of education does not cater to those who have already become sexually active. These students who have made the decision to engage in sexual intercourse need to learn about the appropriate ways to practice safe sex and protect themselves against STDs and undesired pregnancies. Although some may argue that the abstinence-only education may steer them away from a sexual lifestyle, most likely it will not influence the choice they have already made.

On the other hand, comprehensive sex education's emphasis on abstinence and open-minded views can accommodate anyone's sexual interests. Comprehensive sex education emphasizes abstinence but incorporates age-appropriate and medically accurate information about contraceptives. It also introduces information on relationships, decision-making, assertiveness, and skill building to resist social/peer pressure at age appropriate times to give students the necessary knowledge to think for themselves and be safe. Through its emphasis on abstinence yet its breadth and depth information taught regarding sexuality, comprehensive programs do not attempt to appeal to a single group or disregard any group. Its tolerant and flexible teaching methods engage everyone in the classroom and make each individual feel that his or her beliefs and values are acceptable.

As well as being an accepting program, comprehensive education is also an educationally practical program. A survey conducted by Chicago State University that compared comprehensive sexual education to abstinence only discovered that participants who received a comprehensive sex education felt their education was much more beneficial than those who received an abstinence-only education. The study showed that comprehensive program participants thought their program helped them to become more aware of the dangers of being sexually active, and more responsible regarding sexual health. Participants realized that when they become sexually active they will need to protect themselves against STDs and unwanted pregnancies, become more aware they responsible for making their own sexual decisions, and be more able to share factual information with friends regarding sexuality. Some of the students who received a comprehensive sexual education even say they would have liked a program that was more open about sex because they feel their educations were still too conservative. The fact that comprehensive participants recommend that all students should receive the type of education they received more than their abstinence only counterparts is a great testament to its ability to reach and educate America's youth (Gahungu 71). The factual information and the lifelong skills that a comprehensive education provides prove to be much more beneficial than what an abstinence-only program provides. Students learn that abstinence is the safest plan but are equipped with the information necessary to practice safe sex and defend themselves against the negative consequences of being promiscuous when they do choose to participate.

While comprehensive students are equipped with the tools to protect themselves, John Santelli, a retired researcher from the Centers for Disease Control and Prevention, found that once students who received an abstinence-only education became sexually active before marriage, which 88% of them did, they were less likely to use contraceptives and visit their doctors about having STDs and STIs than their non-pledging counterparts (848). Although these students' sexual initiation may have been delayed, almost all of them inevitably had sex before marriage. Since eventually they choose to be sexually active, it is alarming that these students do not feel the need to seek medical attention after contracting potentially harmful diseases and infections.

Since abstinence-only education either doesn't provide information or gives inaccurate statistics regarding contraceptives, students have a warped view of contraceptives' ineffectiveness. Teachers in abstinence-only programs tell adolescents that condoms have a 12% to 40% failure rate when "The Centers for Disease Control and Prevention, The National Institutes of Health, and the Food and Drug Administration have in the past issued reports indicating the failure rate to be less than 2%" (Gahungu 65). Essentially, some programs lie about the risks of contraceptives in order to convince students that having sex with them is a bad idea; so what do they do? They have sex without them. When students feel contraceptives are doomed to failure and therefore decide not to use them, they are more likely to contract STDs. While no adverse psychological consequences were found for engaging in sexual activity, a study found that people with STDs had higher rates of depression than those without. According to Hendricks

> …data revealed that boys and girls who were not depressed at baseline and who acquired an STD… were far more likely than their counterparts without STDs to be depressed (31% vs. 9% for boys and 28% vs. 14% for girls. (5)

After only receiving abstinence-only education, students are not equipped with the knowledge or tools necessary to be health conscious and make smart decisions about their sexuality. Not only are they at higher risks for contracting STDs and STIs, they are also therefore at higher risks to be depressed. If these students had been taught about forms of contraception, they could have made well informed, intelligent choices regarding their sexual health.

Although some people may find it offensive to teach adolescents about this type of material, it is certainly never the program's goal to upset anyone. Since the program understands and accepts all views, religious or other, they believe that parents and guardians should always have the ultimate responsibility for imparting values regarding human sexuality to children and therefore they always have the right to excuse their children from participation in all or part of the programs instruction.

Comprehensive sexual education is an accepting and educational program that, unlike the abstinence only program, equips students with the knowledge and tools to make well informed independent decisions regarding their sexual health. In my opinion, the most important factor to judge the effectiveness of these two programs is its ability to instill safety and health in its participants. Although it may have come as a surprise, I hope that my data and analysis revealed that comprehensive sexual education is therefore the right choice. We do not need to be reaching out to our youth through neglect of facts and lies. During adolescence our children need us to be informative, honest and supportive; comprehensive education embodies those values and can deliver them to our children.

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Instructor: Doug Hesse

Minority Coaches' Unheralded Continuing Success in NFL Paving Way for Championships, Equality, and Hope for Change.

Race should not be a factor today in the NFL. Winning seasons and coaching ability are all that should be taken into account. However, shown by the two coaches facing each other in this weekend's Super Bowl, and the stories surrounding them, racism is still deeply embedded even in America's most prized game. Hoping for a day when color is no longer a question, Lovie Smith and Tony Dungy play for the Lombardi Trophy, and more urgently, equality that African-Americans have been fighting for through past generations.

Super bowl XLI on February 4th in Miami, Florida, will pit Indianapolis vs. Chicago; however, the game seems to be about much more than football. Although Lovie Smith of Chicago and Tony Dungy of Indianapolis, two of the top coaches in the NFL today, have taken their respective teams from division long-shots to Champion hopefuls, the story surrounding the Super Bowl continues to be one focused on race. Headlining this game is not the fact that the Bears have one of the greatest defenses in recent memory or that Peyton Manning may finally win the "big one," but rather the fact that Smith and Dungy are African-American.

Historically, there have always been questions of equality in regards to a person's race, sex, religion, or nationality. Whether it is a woman fighting for her right to equal wages or an African-American having to urge his boss for a job he deserves, equality for minorities is still a struggle many African-Americans will pursue throughout their lives. In 1947 Jackie Robinson opened the door for African-Americans into the world of professional sports, but even today people still have to fight for his actions and what he believed in. The NFL is no different. Following in the footsteps of past barrier-smashing African-Americans in the NFL, both Dungy and Smith are poised to make significant racial changes in the NFL.

Past exemplary African American athletes such as Charles Follis, the first known African-American to play pro football in 1902, Doug Williams, the first African-American to lead his team to a Super Bowl (XXII) in 1987 (a crushing blow to John Elway's Super Bowl dreams), and Art Shell, the first African-American head coach in 1989 for the L.A. Rams, have all significantly changed the NFL since years after their supreme ability and know-how were brought to the forefront of competition ("Black"). Since the incorporation of African-American athletes such as these role models into the NFL, and their acceptance as both outstanding performers and leaders, the face of America's game has changed. As more African-Americans are recognized for their equality, and in most NFL positions (athletic and management alike) their dominance, more opportunities will arise for African American coaches, and hopefully in the future managers and owners.

"In 2002, the NFL had two black head coaches – (Tony) Dungy and (Herm) Edwards. When this season kicked off, there were seven" (Campbell). This may be viewed as an improvement; however, the fact is that with more than 70% of today's NFL players being African American it seems troubling to notice that less than 30% of all coaches around the league can racially and ethnically associate with their players (Emert). Also, this gradual increase in the number of African-American coaches may be attributed to the Rooney Rule and racial pressure put on the NFL by prominent lawyer Johnnie Cochran, rather than an ease of racial tension that many league managers would like to believe is non-existent (Emert).

Coaching injustices based on race became realized by the NFL with the creation of the Rooney Rule in 2003. With the NFL's integration of this rule, which "penalizes teams for not interviewing minorities for head coaching jobs," today there are more African-American coaches than there ever have been in the NFL (Bell). This rule, forcing teams to interview minorities for coaching vacancies in the NFL does create opportunity; however, it seems pathetic that there has to be a rule forcing coaches to make judgments on race, rather than on coaching success. Why is it that if statistics have shown that African-American coaches are more successful than their white counterparts, does this rule forcing coaches to interview minorities have to exist to give equal opportunity? The inability to eliminate lingering prejudice in the NFL that seemingly will only disappear over time could be the answer.

Prior to the creation of the Rooney Rule in 2003, citing statistical evidence from the inception of the NFL, Cochran came to the conclusion that of the 400 NFL coaches throughout league history, six had been African-American (Emert). And of these six, each appeared to outperform their white counterparts. Statistically speaking, in the 15 year stretch from 1986-2001, in which there were five African-American head coaches and 86 white coaches, the minority coaches averaged more than one more win per year and a significantly higher playoff success rate (Campbell). If this is the case, then, why is there a clear bias towards "traditional" coaches during this period in light of staggering African-American coaching statistics? It seems as though it may have been because the "untraditional" coaches whom were given a chance were both far and few between, giving managers and owners reason to believe the game records belonging to these men were nothing more than games won luckily, instead of by coaching.

Equality opportunities have come slow for African-Americans in the NFL as shown through the progression of the quarterback. The position has rapidly shifted from one of a pocket passer to today's two-dimensional players such as Michael Vick, Vince Young, and Tarvaris Jackson, many of whom are the most sought after and exciting athletes and role models. Gone are the days of racial inequality on the football field viewed around the country during the Civil Rights Movement. Football is a game based on wins and losses, not on the color of one's skin; success should be held above all.

However, it is difficult to disguise the impact that Dungy and Smith are making in the NFL because of not only their race, but their success as well. Only years after the NFL's implementing of the Rooney Rule, the success of minority coaches can already be seen as two African-American head coaches are headed to the Super Bowl. Both men's drive, focus, coaching strategy, and background have enabled them as head coaches to work towards what is truly popular in the NFL, wins.

As an African-American trying to break into the rank of head coach since his coaching debut in 1981, Tony Dungy knows first hand how it feels to be a victim of racism in the NFL. Although he is today known for the unstoppable offense led by Peyton Manning in Indianapolis, he was once known as a defensive mastermind. In 1984 Dungy became the first African-American defensive coordinator in the league ("Tony"). For both Pittsburgh and Minnesota, he engineered top-5 defenses, but for over 20 years he was never offered a head coaching job. Pro bowl players were created and thrived under his system of speed and smarts over power, but Dungy was viewed as a man seemingly unable to lead a team.

This all changed with his hiring as Tampa Bay Buccaneers head coach in 1996, where Dungy was given the task of turning around a team that had "not enjoyed a winning season since 1982" ("Tony"). Hailed as a savior in Tampa after leading the team to the playoffs three times in four years, Dungy believed his Super Bowl dreams were coming. Pressure in 2001 to win the Lombardi Trophy however, led to his lay-off after two straight playoff appearances ("Tony"). Although he had turned around an NFL team destined for failure, Dungy appeared to be held to higher standards than other coaches around the league, the overwhelming majority of whom were white. As a coach, Dungy's successful production of wins and calm demeanor helped him gain heralded respect from his players, but scrutiny from the front office. Prior to his hiring as coach at Indianapolis, Dungy seemed both hurt and lost because of the inequality he faced. Today, Dungy is the only NFL coach in history to have led a team to the playoffs seven consecutive years and may finally capture his Super Bowl dreams (Zirin).

As a scholar who studied under Tony Dungy, Lovie Smith is also known as a defensive architect whose focus on success and team has enabled him to earn the respect of his players while also establishing himself as one of the most prosperous coaches in the NFL. Working and learning under Dungy for four years provided Smith with the fundamental lessons that he bases his coaching on today. As both a mentor and a friend, Dungy taught Smith how to lead a successful defense, which is shown by the Bears expeditious turn around since Smith arrived in 2004. Last year Smith took his Bears, predicted to finish last in the entire league, to the playoffs—a feat that won him Coach of the Year honors (Zirin). This year as he faces his friend in the battle for league supremacy, Smith has overcome the public's cries to fire him for his refusal to relieve Grossman, with the possibility of making history.

The progress that African-American coaches in the NFL have made is gradually causing the destruction of racial barriers that are tearing the league apart. However, many people also argue that before equality in the NFL occurs, changes must be made in the front office. With three African-American general managers and zero majority owners, the positions where most executive decisions are made are comprised of mainly old, rich, retired, unhappy, white men. Racial prejudice may trickle down from the front office; however, it is statistically apparent that change is needed for these men to get what they should truly value: wins. The seven black men who have coached in the NFL's modern era have a combined winning percentage of .546 and have made the playoffs in 29 of their 50 combined seasons (Zirin). Why don't these statistics seem to matter to the front office?

As a newer, younger group of owners such as the Redskins' Dan Snyder and Ravens' owner Steve Bisciotti enters the league, equality may be coming for African-Americans. Soon gone will be the prejudices of past owners, leaving equal opportunity for all, on both the sidelines and front offices, that we have all witnessed take place on the field since the 1960s. For now, as the minorities' struggle continues in the NFL, it is important to take note of the progression that Dungy and Smith have made, but do not seem to focus on. As Lovie Smith said when asked about the opportunity to be the first African-American head coach to win the Super Bowl, "we have an opportunity to do something special. . . . I hope for a day when it is unnoticed, but that day isn't here" (Wilbon). With the work done by men such as Dungy and Smith, hopefully one day soon it will be here.

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Instructor: Jeff Ludwig

Let's devise a simple scenario. You're at work one day, tending to your usual daily activities, when you get the worst possible call: your significant other has been in a car crash and is in critical condition in the local hospital. You panic, running through all of the worst possible outcomes as your concern and fear well up in your stomach. You tell your boss what has happened and rush to the hospital to be at your love's side. However, the hospital employees will not let you past the doors of the ICU. They turn you away with a simple, "Only family members are allowed beyond this point." You argue, you cry, and you beg, but to no avail. Unless one of your partner's legal family members gives permission, you cannot get anywhere near the person you love. The reason? You happen to be the same gender as the person you love most in this world. Unfortunately, situations like this are far too common in both the United States and Colorado, and it is completely unfair. And the voters of Colorado have not helped the situation, because last November, they rejected what may have been one of the best legislations to cross the ballot in years: Referendum I. Not only that, but they passed an amendment of utmost inequality, Amendment 43, into the Constitution of Colorado. Voting down the referendum and passing the amendment added yet another injustice to our legal system, and the people of Colorado need to take a stand to have it changed.

The rejection of the referendum means that we as a state took one giant step backward as far as human rights are concerned, and the added insult of passing Amendment 43 has not helped matters. Referendum I was meant to allow homosexual couples to enter into domestic partnerships. Basically, this would have allowed two people of the same gender to enter into a legally-recognized relationship and gain the same rights that a married heterosexual couple has. The wording of the referendum was such that it would basically have been the same as marriage without marring the sanctity of the word "marriage" as many people have defined it (Duffy). This is where Amendment 43 comes in. The amendment that was added to the state constitution states that marriage is strictly the "union between one man and one woman" (Simpson). This definition was drawn from what is described in the Bible. The combination of Referendum I and Amendment 43 would have been a unique method of compromising between the desires of the gay community and the ideals of the conservative Christian community. Colorado would have been the first state to enact a dual approach to solving the gay marriage controversy by eliminating "marriage" from the equation and enacting a motion that would keep "marriage" as it was defined Biblically (Simpson). However, since Referendum I was rejected and Amendment 43 passed, there is no loophole for homosexual couples to come together with the same rights as more traditional pairings. In essence, this means that Coloradans have effectively discriminated against a significant portion of the population, which is absolutely unacceptable.

Even before the elections of 2006, the citizenry of Colorado, including both gay rights activists and conservative Christians, recognized the need for both motions to pass. As stated by Kevin Simpson of *The Denver Post* in the newspaper's voters guide, "Coloradans for Fairness, the organization that has backed [Referendum I], also opposes [Amendment 43]. But by placing Referendum I on the same ballot, organizers have said they hope to benefit even from conservative voters who may vote 'yes' on both measures." Unfortunately for everyone, the amendment was passed into legislation and the referendum was voted into oblivion. Now there is no way for gay people to enter into domestic partnerships; and because the amendment became part of the constitution, there is no way for another motion to be introduced to allow for gay marriage. The homosexual community has been trumped for now, which really is the problem.

The irony of such homophobic legislation is that Colorado is actually one of the most active places in the nation for gay rights groups. One of the largest gay pride parades in the United States takes place through the streets of Denver with thousands of participants, and Denver and Boulder are notorious for some of the most prominent gay rights campaigns (Quintero). On top of that, the area is known for its incredible gay, lesbian, and transgender support groups. There are psychiatric clinics and other institutions available for people who need help coping with coming out and other such topics (Human Rights Campaign: Colorado). Also, there are many designated gay bars throughout the city of Denver. With so much tolerance for homosexuality within the capital city, it is a pity that the rest of Colorado could not find it in themselves to give rights back to a segment of the population that needs its human rights reestablished.

When thinking about this issue, sometimes it is useful to take a step back and look at it from a different angle. Let's look at this hypothetically for a moment and say that it is not the homosexual community being discriminated against, but rather the African-American segment of the population. How do you think the people of Colorado, or anywhere else for that matter, would react if one day we proclaimed, "You know, I don't think that blacks are equal to everyone else. How about we take away their marriage rights?" Then, what if this unjust and ridiculous notion was taken up by a majority of other Coloradans who had bigoted motions placed on the ballot and voted into legislation? Following this proclamation, no African-American couples would be able to marry, leaving them without the same basic rights as every other citizen. As Americans, we would all be against this, wouldn't we? So why should it be any different for gay couples? Why do we think that it is okay to strip them of their rights? I know comparing the homosexual conundrum to racial prejudices may seem like a stretch to many of you, but there is no difference in being biased against a skin color and being biased against a lifestyle.

Not only is the discrimination atrocious, but it is completely unjustifiable. Much like intolerance for other races, intolerance for gays, lesbians, and transgender individuals is unwarranted. Coming in contact with a homosexual is not going to hurt anyone. Whom another person chooses to be with should not affect anyone outside of the two people involved in the relationship.

Some people may argue this point by stating that it is, in fact, detrimental to children when they either have or see parents who are the same gender. Doing so allegedly confuses the children as to what good morals are. However, loving a person of the same gender and not having decent morals are two completely different issues. Some of the most affectionate and devoted parents in the world are homosexual. One of the biggest reasons I see behind this is that gay couples have to really want a child before they can have one. There is a long and arduous process connected with adopting, and the same is true if the couple chooses artificial insemination as the route to becoming parents. Not only that, but there are even states in this nation that prohibit homosexual couples from adopting. Either way, it is difficult for the couple to build a family, and they must be completely devoted to the idea to follow through. Therefore, once they do have the child, the couple is sure to raise the child in the best way possible.

On the flip side of that are the heterosexual couples who do not appreciate their children as they should. There are countless uncaring families throughout our state and nation. These are the families that produce children who wander the streets in gangs, who get hooked on drugs in elementary schools, and who are arrested in junior high and high school. There are many families out there who only have children to reap the benefits of welfare, or who become pregnant and do not know what else to do other than have the child. For these families, the child is a burden, and burdens are not tolerated. The parents leave the children to their own devices, neglect them, and allow them to wander where they will. Or, worse yet, the parents routinely beat the unwanted child because they do not know what else to do with him or her. According to one study in the United States, "Ninety percent of child abuse is committed by heterosexual men. In one study of 269 cases of child sexual abuse, only two offenders were gay or lesbian" (Adoption). Thus, this shows that being homosexual does not automatically mean that you will be a pedophilic pervert, and it does not show that heterosexual parents are always kind to their children. Couples in such violent situations are not concerned with teaching positive, beneficial values to their children. Instead, they are mainly concerned with just being able to get rid of the kids without the state shoving child abuse charges down their throats. The offspring from parents like this do not generally grow up and change into wonderfully moralistic adults: they simply do not know how to be so. Thus, it shows that the sexual orientation of the parents can hardly determine the morals of the child. If anything, having homosexual parents allows children to experience different moral situations, which results in learning different lessons, such as the importance of tolerance.

Tolerance is yet another trait that must be learned by the citizens of Colorado to help fix the injustice that occurred in November. Humans have always struggled to tolerate those who are different from themselves, but we are living in an age where such antiquated thinking should not be such a problem. This is especially true in relation to dealing with groups who do not try to force their own beliefs upon anyone else. The homosexual community does not go out into the world at large and try to convert people to being gay. Also, coming in contact or being friends with homosexuals will not "rub off" on a girl and turn her lesbian or place gay thoughts in the mind of a young man. Homosexuality is not contagious, and it is not learned. Whether it is based on genetics or life situations, it cannot be contracted by others. That is why a tolerance must be adopted by everyone, and why legislations like Amendment 43 are so completely unfair.

Tolerance is the only way that we can continue living in a free world such as the one we have today. We do not have to agree with another person's choices and views, but we need to be able to understand that divergent ideals are not necessarily wrong. After all, would the world not be a very boring place if everyone was exactly the same? The United States has based its entire identity on being a place of diversity, and Colorado brags constantly of being a place with drastically different climates and peoples. Following this line of thought, Colorado should be one of the first places to take an incredible stance in the fight for human rights. Also, in response to those who stand militantly against homosexuality because of their interpretation of the Bible, does the Bible not say that God loves all His children? Throughout the text, God emphasizes that because of His love and the sacrifice Jesus made in dying for our sins, any sins that we commit can be forgiven. Therefore, if homosexuality is a sin, shouldn't that mean that even being gay will be forgiven if one accepts Jesus Christ as the savior and God as the one and only deity? On top of that, there are many parts of the Bible that are outdated. Take, for example, the passage from Leviticus 25:7 that allows one to have slaves if they are from neighboring countries: "Both thy bondmen, and thy bondmaids, which thou shalt have, shall be of the heathen that are round about you; of them shall ye buy bondmen and bondmaids" (Leviticus). If you follow the Bible word-for-word, this would mean that it is okay for us to own slaves, so long as they are from Canada or Mexico. However, as Americans, we decided that this was not moral. Therefore, does it not stand to reason that other parts of the Bible, such as where God condemns homosexuality, may also be outdated and should not be interpreted literally?

The people of Colorado are perfectly capable of changing the wrong committed in the November elections. As a state, we need to stand up and demand that rights be returned to the homosexual community. It is unfair to persecute a segment of the population simply because they happen to prefer to have relationships with people of the same gender. The principles on which the United States was founded include the fact that everyone deserves basic human rights, and that includes the right to be with who will make you happiest. Despite the fact that this may irk certain members of our population, we all need to be more accepting of different lifestyles and points of view. If everyone in America is supposed to enjoy the same liberties, we as a people need to be the ones to allow everyone to do so. And this can start with one small step. If Colorado would simply support a motion similar to that of Referendum I and pass it into legislation, we would help a wonderful ideal progress. We would be reinstating the thought that everyone is equal in this great country, and we would be granting rights to the rest of our fellow Coloradans.

The citizens of Colorado need to stand up for their fellow residents and help give the homosexual community back their equal rights as human beings. Remember: what would you do if you couldn’t visit your love when he or she was in critical condition in the hospital? Worse yet, what if they died in that hospital bed and you had no say in what happened to their remains or their possessions? This dire situation can be stopped, and you can help. We need to fix the injustice of passing Amendment 43 into legislation and voting down Referendum I by passing legislation that would protect the rights of homosexual couples.

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Instructor: April Chapman

School Ties

Meditations on education at the University of Denver and beyond

When I was in the sixth grade, I was put in an accelerated writing class with about ten other students. The first major piece of writing my teacher assigned was a response to the prompt, "If money is not an issue, what career would you choose for the rest of your life?" I thought about this long and hard, and determined that if money was not an issue, the job had to be fun, and I came to the conclusion that I would be a golf ball picker-upper at a golf course. That way I could drive around in a beautiful course all summer long and have the winter months off. My teacher did not agree with these aspirations. "Wouldn't you want to be a famous novelist or a Nobel Prize winner? You have to be more ambitious than that!"

An article written by John Reynolds, Michael Stewart, Ryan Macdonald, and Lacey Sischo, "Have Adolescents Become Too Ambitious? High School Seniors' Educational and Occupational Plans, 1976 to 2000," demonstrates that teens are reaching for more unrealistic goals, while not understanding the effort needed to obtain those goals. Reynolds et al. recorded data of high school seniors' educational and occupational plans, as well as their true attainment of those plans, over a twenty-five year period from 1976 to 2000, then used this data to determine whether the plans have become gradually more unrealistic. Reynolds et al. determined from this data that ambitions of high school seniors outpace what they are likely to achieve, and that this "ambition gap" is growing steadily over time. In analyzing evidence shown in the article by Reynolds et al., "Have Adolescents Become Too Ambitious?" it is evident that teens are becoming increasingly ambitious because of the competitive and success-driven academic environment, as well as the highly motivating teachers, of the high schools they are attending.

Are teens becoming increasingly ambitious in their life goals? Competition drives American society and is very apparent in high school, as students are constantly in competition with each other. This competitive environment is a major contributing factor in the increasing ambitions of teens. Students always want to be more successful than their fellow classmates, whether it is with a higher GPA, admission into a better college, or a greater number of honors or Advanced Placement classes. This competition is causing students to reach for the sky without actually thinking about what they are doing. An interview given by Alex Kingsbury to Alexandra Robbins, the author of The Overachievers: The Secret Lives of Driven Kids, in the article, "17 and All Burned Out," states a comment by Robbins, "Education is no longer about a learning experience; it's a game of Survivor where kids are strategizing to work against each other and beat the system" (16). This competition is increasing over time, further causing a gap in the ambitions of high school students and the actual goals they achieve. Reynolds et al. performed a longitudinal analysis on surveys given to high school seniors and came to the conclusion that "High school seniors' educational plans dramatically increased from 1976 to 2000, and these plans increasingly relied upon high-risk pathways through community college" (194). This demonstrates that even though many high school graduates may not have the grades to achieve very high goals, the goals are still sought after because of the competitive environment that they were exposed to within high school.

In addition to the increasing competition throughout the high school environment, the idea of success at all odds is also very prevalent. Success is perceived as the American Dream, and high school students are continually being fed the idea that success can always be reached, no matter how many obstacles are in their way. The problem is that some students do not understand how low those odds are, and how much work is required in order to try and tip the odds in their favor. Reynolds et al. states that, "…many students today form future educational expectations without realizing the importance of working hard and making good grades in high school…[and] this has led some to conclude that community colleges "democratize" access to higher education" (189-190). Countless less-successful high school graduates believe that great success will still come in the form of a four-year degree, even if community college must be the first step in obtaining that goal. Many of these students do not realize the substantial academic and financial implications of making this goal a reality, thus creating a high expectation with a non-transferable outcome. Reynolds et al. also state that students who attend community colleges have similar ambitions to those attending four-year colleges, but "…community college students are much less likely to complete a four-year degree" (190). This proves that our society's success-driven environment in high schools create a false hope of high expectations for lower-level achievers.

As competition among students and a highly successful attitude are becoming more widespread, high school teachers are right alongside students encouraging this behavior. High school students' main source of knowledge is, more often than not, their teachers. High school teachers have been becoming progressively more motivating to students, in turn causing students to aspire to goals which may be out of their reach. Reynolds et al. describe that, "Teachers and counselors today often feel they lack the authority to dissuade less qualified students from planning to attend college, even those students who make very poor grades" (189). Many students feel that graduating high school is proof for admission to, and success in, college, and many teachers promote the greatness of going to college, but fail to explain that college is not the right path for all. Since teachers give out grades, and good grades are a primary step in the entrance into college, teachers subconsciously perceive success only in the form of a university, then pass that notion onto their students. Robert Mittelstaedt Jr., a dean and professor at Arizona State University, in his article, "It's Not about Grades," states that, "Grades are messages, not merit badges. If students are not performing to high standards in their classes, we should evaluate them accordingly" (60). This view demonstrates the true need for grades in today's education system; that grades are simply a guide and that teachers do not need to give good grades in order for students to learn. This college-geared motivation of high school teachers is obviously a leading factor to the over-ambitions of many high school students.

Teens are undoubtedly becoming increasingly more ambitious because of the competitive and success-driven academic environment, as well as the highly motivating teachers of the high schools they are attending, as proven by the article written by Reynolds et al., "Have Adolescents Become Too Ambitious? High School Seniors' Educational and Occupational Plans, 1976 to 2000." Many high school students fail to realize that there are hundreds of careers available not needing four-year degrees which provide sustainable incomes for living in our society. If high school students could place their current level of achievement in perspective with their future life goals, then ambitions might not be so lofty, and fewer students would be "let down" when their goals aren't reached. I no longer have the goal to be a golf ball picker-upper, as in sixth grade, but my point is still as clear now as it was then. Ambition and success should not have to be defined by a four-year degree or the size of a wallet, but by each individual's own level of obtainable aspirations. I decided not to listen to my teacher, being the free spirited eleven-year-old that I was, and wrote my paper on my ambitions to be a golf ball picker-upper. My teacher still failed to see my point of view, I received a C-, and never went back to accelerated English after that. I still feel sorry for the kids that stayed.

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Instructor: Richard Colby

In most colleges and universities, it remains impossible for science majors to escape the confines of their required classes. Thus, to a biochemistry major, a liberal arts university where an opportunity is proposed that allows a well rounded person to participate in a class they find interesting outside of their major may seem almost too good to be true. Upon being accepted to the University of Denver, I was required to choose this course, called a First Year Seminar, from a catalog full of intriguing classes. Yet, upon seeing and reading about the course, Jane Austen: In her Time and Ours, I fell immediately head over heels with the idea of Austen's amazing works flooding my head for ten weeks. In the class, we were called on to analyze and compare both *Pride and Prejudice* and *Emma* to their present day counterparts. On the first day, I was not at all surprised to enter to the curious gazes of the fourteen other young women of the class. Nor was I surprised at the entrance of the professor, a tall awkwardly elegant woman who spoke enthusiastically through the repetitive motions of her hands. I was, on the other hand, surprised by two things that the class entailed. The first I came into contact with on the first day of class. As the professor began to lecture, I quickly realized that she not only loved the sweet Jane Austen and her works but also that Professor Tague was indeed the head of the history department and that her passion for the past was greater still than that for poor Miss Austen. The second surprise came with the addition of Andy, a young and sufficiently music-and-book-loving boy to the class. He came offering nothing but the announcement that he brought with him diversity to the class because he, unlike the rest of us, had never read a Jane Austen novel and knew nearly nothing about her or her works. But I remained undeterred and found myself very comfortable in the book-lined room, surrounded by words instead of long hydrocarbon chains and the smell of chemicals. As a result of being so comfortable I found that, whether a break from the sciences or a continuation of literary or historical studies, Jane Austen: In Her Time and Ours provided a chance for students to dissect and challenge the past, present, and future of their own lives as well as those of Miss Austen and her characters.

The ability to analyze ourselves came to us through numerous class discussions and the many analytical essays of Austen's own works. With the use of Amanda Vickery's historical background on the 18th century woman and her conduct and chores, we became that much closer to Miss Austen and, though continuously hounded by the atrocities we found Andy's questions and comments to present, it was also discovered that the rest of the class could, many times, agree or at least rationally contest the theories uncovered by one another. These exhilarating and sometimes infuriating debates were found to be, overall, greatly enjoyable. As the class proceeded, we all came to view circumstances and ideas from many perspectives, not just our own, and then even Andy's outrageousness' became less so and sometimes we took what he said seriously. Upon learning to view everyone's theories, we gained an insight into our own lives and circumstances that we never would have been awakened to, had we not been encouraged by Professor Tague and hounded by each other. The ideas that times have changed had not been so clearly unimportant to us as it became by the end of the course. When we compared marriage, men, women, and social status it is true that the differences greatly varied, but the same principles behind life and love have remained unchanged from 18th century British life and writings to modern life and movies of the 21st century. Thus, Jane Austen's works have been adapted into many different forms, and as a result many people still search for the subtle passions to float from her works and slip quietly into place in their lives.

This course also afforded us the opportunity to become aware of the truths about college. Though Professor Tague was very invigorating and interesting, she was also among the most difficult professors I have come across in my college career thus far. Upon using the typical structures and ways of putting together a paper as I did in high school I found that I needed to be twice as prepared as I was used to and that I had to look deeper than the surface of the questions that were posed to me. Though she was rather difficult to please, she remained approachable as a person as well as an advisor and professor and therefore made the transition from high school to university more subtle and possible though it remained shocking and challenging. Overall, this course provided me with a lot of interesting information about my college path as well as about Jane Austen and her characters. At the same time it offered to me the ability to look inside myself through the eyes of others and to be reasonable and open minded. It helped me transition into the unfamiliar that college seems to incoming freshmen and provided me with an inspiring motivation to succeed in every aspect of college. It also helped me to gain a small group of friends with similar views, ideals and interest. All in all, this course was a great asset in my first quarter at the University of Denver and I was very grateful to have been in it.

The ability I gained to analyze myself and the works of Jane Austen through the use of literature in conjunction with history and present perspectives was an amazing and eye-opening experience. The surprises and frustrations along the way helped temper me to the realities of life and being on my own. This class was able to assist in fine tuning my perception of college and Jane Austen and provide a comfortable environment in which I was able to make a small and significant group of friends. The First Year Writing Seminar seems to be a very elegant and pleasing way to help first year students settle into their new freedoms, responsibilities and restraints. As you choose your First Year Seminar, do not forget that you cannot always judge a book by its cover and while the grass may appear to be greener on the other side of the fence if you stick it out you may find that the lawn is pretty lush right where you are. The First Year Seminars are a great learning experience, even if they are not what they were expected to be.

Instructor: Richard Colby

The life of a student-athlete attending an American college is unique. On one side, athletes have numerous possibilities for invaluable experiences and personal growth. Andy Rudd and Sharon Stoll explain in their research study on student-athlete character, that "there is evidence from our study to suggest that sport may build social character, e.g., teamwork, loyalty, and self-sacrifice." However, student-athletes also face specific challenges and problems due to their unique combination of semi-professional sports practice and post-secondary education. They have to cope with higher levels of stress compared to non-athlete students due to time constraints and, according to Herbert D. Simons and Derek Van Rheenen, "experience role strain because of the competing time and energy demands of the athletic and academic roles" (168). Simons and Van Rheenen note that "many student-athletes tend to immerse themselves almost entirely in their athletic role (role engulfment) while simultaneously detaching themselves (role abandonment) from their academic commitments" (169).

Being a student-athlete and tennis player myself, I am convinced that this detachment from academic performance and academic role-identity is neither necessary nor beneficial. With this proposal, I want to urge student-athletes to reconsider their level of appreciation for academic performance and put balanced emphasis on their academic and athletic identities.

First, I will describe problematic behaviors and attitudes of student-athletes towards their relationship to academics and athletics. To truly understand the merit of my proposal, it is necessary to know the fallacies underlying student-athletes' conceptions that:

1) Athletic and academic successes are not achievable at the same time.
2) They will become professional athletes in any case.
3) Student-athletes are special and deserve preferential treatment.

I will then explain why an increased appreciation for and focus on academics will be beneficial for student-athletes.

<u>1) Athletic and Academic Successes Are Not Achievable at the Same Time</u>

Too often I have heard student-athletes, sometimes even myself, making a variation of the following statement: "It requires too much time to be successful in both sports and school. I have to make a choice, pursue one of the two paths, and live with limited success in the other." Many athletes follow this misconception and choose to focus their time and energy on athletic performance while at the same time neglecting schoolwork and academic success. Various researchers and studies have examined the problem of conflicting roles. In his work "A theory of role strain," William J. Goode concludes that persons with multiple role obligations face difficulties conforming adequately to all of them (485). Applied to student-athletes, this concept suggests that many athletes will struggle fulfilling the requirements in both their athletic and academic settings. This concept intuitively makes sense, as most of us have experienced difficulties dealing with simultaneous and sometimes even conflicting tasks. Student-athletes face exactly this challenge, as they are expected to perform at a high level in their respective sports without losing sight of schoolwork and grades.

However, the studies of Marks (1977) and more specifically Snyder (1985) reveal that athletic and academic roles are compatible. These studies suggest that time and energy used to fulfill certain tasks are subjective and elastic depending upon the degree of commitment devoted to these tasks. Multiple tasks and roles can be fulfilled and satisfied, if the subject exerts a high level of commitment towards these tasks (Simons and Van Rheenen 168). This means, that student-athletes have indeed the possibility to be successful in sports *and* school if they are highly committed to achieve results in both areas.

I acknowledge that time constraints occasionally influence a student-athlete's degree of commitment. I have experienced lack of motivation both in class and in practice. However, I have also experienced the flipside of the commitment coin. I have been able to receive very good grades and improve my tennis performance simultaneously due to a generally high commitment to both schoolwork and practice. Many members of my college varsity tennis team, including myself, have been able to continuously perform well in school and college tennis matches. We prove that success in athletics does not rule out academic success.

Student-athletes do *not* face an either-or decision concerning either their athletic or academic identity. Committed student-athletes have the possibility to succeed in *both* athletic *and* academic settings.

<u>2) The "I'll Turn Pro" Fallacy</u>

If you were to ask a student-athlete about their preferred occupation after college, most likely you would receive the following answer: "I want to turn professional in my sport!"

Over the course of my tennis career and university studies, I have gotten to know a fairly high number of college student-athletes. With very few exceptions, all of these athletes expressed to me their desire to become a professional athlete. They considered college athletics a steppingstone to the world of professional sports, as an opportunity to meet and be met by scouts, agents, and professional sports franchises. They chose to go to college mainly for the outstanding sports facilities and practicing opportunities. The degree that they were pursuing was considered a beneficial side effect of their college career, but never their main focus.

This concentrated focus on a professional sports career is problematic for the following reasons: The number of college student-athletes who succeed in becoming sports professionals is fairly small. Richard Worsnop estimates in his discussion of the effectiveness of recently introduced NCAA eligibility rules that "in football 4.5 million young men play high school football, 39,000 will play college ball, 1,500 will make the professional recruitment list, 500 will be drafted, but less than 100 will make it in professional football" (745). The University of DePauw reports similar odds for a professional sports career in the document "The Athletic Scholarship": "Out of approximately one million high school varsity football players in the country, approximately 150 will make an NFL roster: 6000 to 1 odds. Out of 500,000 high school basketball players, approximately 50 will make NBA rosters: 10,000 to 1 odds" (7). The huge disparity between student-athletes aspiring to turn professional and the actual number accomplishing this goal is obvious.

Consequently, numerous college student-athletes face a difficult transition in their lives when their college athletics careers come to an end. They are forced to let go of the main focus that had determined their lives up to that point, and adapt to new, unfamiliar surroundings in job life. Studies of Pearson and Petitpas (1990) and Schlossberg (1981) predicted that this transition would be even more difficult for "athletes who (a) exclusively based identity on athletics; (b) have a gap between level of aspiration and ability; (c) are inexperienced with transition; (d) have limited ability to adapt due to emotional or behavioral (or both) deficits; (e) lack supportive relationships; and (f) lack resources to cope with transition" (Wooten 3). Student-athletes, who firmly believe in their unrealistic chance of turning professional after college, are likely to suffer from many if not all these attributes. Their ability to effectively cope with this crucial transition in their lives will be questionable.

I want to clarify that I do not try to belittle or criticize the motivational force of the aspiration to become a professional sports player. It has been exactly this force that has motivated me to practice and love the sport of tennis for fourteen years of my life. Aspirations and dreams are not only absolutely critical for success in sports, but in all of life. However, it needs a realistic view of the actual chances to reach this prestigious goal. The concept of college athletics is such a wonderful opportunity for numerous athletes because it provides excellent opportunities to practice one's sport *combined* with postsecondary education. A greater appreciation for the educational opportunities provided by colleges to their athletes could lead to a subconscious "safety net" for athletes, which they could fall back on if their athletic careers fail for any reason: their degree.

3) "I Am Special. Things get Done *for* Me"

Finally, many student-athletes face difficulties because of their narcissistic tendencies. Ray H. Wooten Jr. describes the way of thinking that many student-athletes have adopted: "Many young student-athletes hold the irrational belief that ´things will be handled for me because I am special.´ For example, athletes may expect good grades for mediocre academic work, and preferential treatment for class deadlines, class attendance, and course registration." (2). Too often, this preferential treatment is granted to student-athletes and they get used to it. This can cause serious problems, especially in combination with the earlier explained problematic student behaviors and attitudes: Student-athletes think that superior performance in both academics and athletics is not achievable. Essentially, they do not even bother about this thought, because they are convinced that they will turn professional. Who needs grades, if one can earn millions of dollars through one's athletic ability in the NHL, NBA, NFL, or MLB? Finally, student-athletes often enjoy preferential treatment by professors, universities and fellow students. Ultimately, they create revenue, nationwide recognition for the university, and a feeling of self-worth in "regular" students, who are "allowed" into an athlete's circle of friends. Unfortunately, many student-athletes become accustomed to this preferential treatment, take it for granted, even expect to be treated in a special manner.

When most student-athletes leave college, however, their athletic status does not guarantee special treatment anymore. While some employers do consider the double workload of student-athletes in their evaluations of job applicants, other factors such as GPA, work experience, and extra-curricular activities have greater importance. Athletes are not being hired just for having been an athlete. They have to be skilled for their desired job and compete with students, who could devote all of their free time for studying, internships, and extra-curricular activities. Hiring student-athletes does normally not create revenue, recognition, or self-worth for employers, and consequently they do not treat athletes in a special manner.

Many student-athletes have difficulties getting comfortable with the loss of preferential treatment. They either feel that they actually should be treated special and are treated unfairly, or realize that they had not been as special as they had thought. Ray H. Wooten Jr. concludes that "problems arise either in the form of denial (´I'm special and will be taken care of´) or through the realization that indeed ´the game is over.´ In either case, the impending realization by the athlete that he or she is not as special as was once thought is at hand" (2). Self-worth and self-confidence levels of these athletes suffer and in some cases, athletes never recover. They abuse alcohol or drugs, or simply neglect reality and prefer to live in an imaginary world of what used to be. Although these may be drastic outcomes, research, as cited above, has revealed that athletes have their difficulties with the transition from sports to "regular" life.

The Solution: Emphasize and Value Education

While these three problematic student behaviors and attitudes are widespread, this does not imply that they are necessities. By simply putting more emphasis and greater value on their academic education, student-athletes can elude these problems or alleviate their difficulties dealing with them. Emphasis on and success in academics result in various desirable outcomes, not only but especially for student-athletes:

First, good academic performance increases self-worth and self-confidence. From my own experience, I can report that self-satisfaction is greatest when one's hard work ultimately pays off. Student-athletes who are among the best in their class can and should be proud of themselves. They have achieved something special, because they have successfully finished required tasks and schoolwork with less time available to deal with these tasks. Every student-athlete who is able to succeed in school devaluates the fallacy that academic and athletic excellence are not combinable, and deserves credit for this accomplishment.

Second, academically successful student-athletes do not fall prey to the "I'll Turn Pro" fallacy. They preserve all their options to turn professional through daily practice, but at the same time create a "safety net" for the very likely case that they will not succeed in professional sports: their degree. Most student-athletes do not realize that they can save themselves from unnecessary, and as I had to examine on myself counterproductive, pressure to be successful in sports when they create additional career options through good grades in their major. This way, they do not *have* to turn professional after college in order to finance their lives but they can easily start professional careers in business if their professional sports career fails. And most if not all student-athletes know, that a professional sports career can fail for infinite reasons such as injuries, accidents, family break-ups, inadequate stress-, or money-management and many more. Academically successful student-athletes can try their luck in professional sports and hopefully they will succeed. If they don't, however, they will simply be successful in another career.

Finally, being a student-athlete who is determined to succeed in school improves time- and stress-management skills. As noted earlier, athletes have less time to spend on schoolwork due to practice commitments, and they need superb time-management to schedule all required tasks into a very crowded schedule. They need to produce good work on short notice and complete multiple tasks in limited time. Consequently, they also experience high levels of stress. At the same time, time- and stress-management skills are becoming increasingly important in today's job life, as the work environment is characterized by deadly competition. Businesses who are able to manage greater workloads in shorter time can establish substantial comparative advantages in the market place. As a result, job recruiters look for applicants who are adept at effectively managing time and stress. Just as athletes are *not* special for simply being athletes, student-athletes with good academic performance *are* indeed special, as academically successful student-athletes often display superb time- and stress-management skills.

Student-athletes should consider the benefits of a greater appreciation for academics. Many times throughout my athletic and academic career I have been a victim of the described fallacies and problematic behaviors and attitudes myself. However, I have realized the problems associated with these behaviors and re-evaluated my personal emphases on academics and athletics. I have not been disappointed by my decision. You will not be either!

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Instructor: Geoffrey Bateman

Knowledge of world affairs and history is an important part of any student's college experience. A person's recognition and respect of different cultures, histories, and beliefs gained through the curriculum at the University of Denver make them into much more enlightened students and open-minded adults. However, it seems as though this knowledge and awareness, which is gained though undergraduate studies, and is important to the school's liberal arts foundation, could be better constructed and implemented in the curriculum. Focus on majors, rather than general studies, would provide students with extensive world knowledge, while also enabling students to take full benefit of DU's major-oriented academics. Those classes required by the university through the writing sequence, the arts and humanities (AHUM), social sciences (SOCS), natural sciences (NATS) creative expression (CREX), and CORE classes should be oriented for specific majors, created by the unique schools and departments, permitting students to take foundations classes that will prepare them for their major area of study and eventually their careers. It is the responsibility of the University of Denver to prepare its students to be knowledgeable adults, but more importantly to be productive workers and valuable employees.

Currently, students at DU, such as myself that are undeclared business majors, are required to take a minimum of 52 credit hours of foundations classes (Hopkins). This means that despite many students' academic plan of focusing on their major of study, they have to spend almost 1/3 of their college careers' focusing on non major-oriented material that will not be beneficial outside of the classroom. Although it is important that we leave college as knowledgeable human beings, it seems more important that we focus our studies on our careers. With competition for jobs becoming prevalent in today's society, accompanied by DU's continuous increases in tuition and student's struggle to access important prerequisite and major-oriented classes, it seems as though the University of Denver needs to make a curriculum change. Andrew Cornish, a double major in political studies and international studies, with a minor in Chinese, seems to agree saying, "yes, I believe that the University of Denver does need to change its curriculum's orientation. As students paying high tuition, we need to focus on the areas of study that will help us first and foremost become valuable employees, which does not include many of the classes we are required to take" (Cornish). By forcing its students to take many classes outside their concentration, not only does it detract from the student's true goal of studying at a prestigious university such as DU, but it also hurts the school's reputation as one committed to its students. In today's economically shrinking, but socially expanding society it is imperative that students coming out of DU are experts in their careers, which, seemingly, can only be accomplished through curriculum change.

Although I believe that change is needed at DU for students to be more prepared, tuition money to be better spent, and studies to be more focused, I am not suggesting that the foundations and core classes be taken out of the curriculum. As taught through many of these classes, personal expression, history, and strong writing techniques and skills are important for any type of career. However, by enabling the different departments to create their own classes in the foundations and core that coincide with student's majors less time, money, and credit hours would be spent on knowledge seemingly useless once a student enters their respective career. For example, a writing class that may be created by the business school could focus on the writing of memos, statutes, and other aspects of business and technical writing, while a philosophy class may include the discussion of different philosophers while discovering their histories and deciphering their intellectual paths. Classes like this would incorporate the writing sequence, a possible foundation or core class such as history, and students' respective majors. Time could be better spent if classes were arranged so that more major-oriented classes were pressed upon students, giving them insight into their career choices while still gaining valuable knowledge.

Although some may claim that my proposal goes against the university's mission of teaching both disciplinary and interdisciplinary perspectives through liberals arts studies, not enabling us to "leave DU understanding how bodies of knowledge relate to and influence one another" ("Univeristy"); I believe that it would better prepare us as knowledgeable, career-oriented students, while keeping intact DU's liberal arts base. An example of how my proposed curriculum change could benefit the school can be illustrated by explaining how an accounting major's schedule and an art major's schedule would change. A class in the social sciences created by the accounting department may include a class that breaks down the structure, procedure, and values associated with a large accounting firm such as KPMG. Discussing and having students write papers on model employees, leadership skills, ethics, and the different branches of the firm (such as mergers and acquisitions) could provide students with the knowledge they need to decide whether they have made a correct decision with accounting. Yet, classes such as this would still provide accounting majors with the necessary foundation skills taught in a liberal arts environment that DU believes is so important. Those who are focused on art may be given the opportunity to take a CREX class that allows students to create their own studio presentation, fulfilling the necessary requirements of public speaking, accompanied by major concentration. Again, those students studying eastern Asian languages could possibly take a history class to help them learn the history of what they are studying, and the culture surrounding it. As Andrew Cornish proclaimed "Because it can only help me in my career, I feel it is imperative that if I am to learn Chinese then I also know about the culture and history of the people" (Cornish). Focused students eager to learn because of career importance creates the respected, hard-working atmosphere that can only help DU's reputation.

Opposition for this proposal may also come from the fact that many adults entering college have no knowledge of what they want to major in and may feel a background in liberal arts and general education would benefit them in making their decision. However, I believe the change in curriculum to allow departments to create their own foundations classes would actually benefit these same students. Students would not be prevented from taking classes that those students that know their area of concentration could attend. Classes developed for those students who do not know their majors would be no different than those taken by students who have announced their majors giving them the same academic opportunities. An undeclared business major by the name of Michael Fogel seems to feel that it is important that DU correct its curriculum to provide students with the opportunity to explore their major possibilities before they have to declare, saying, "as a business major I hope to explore all of the concentrations that DU has to offer; however, I do not believe I am going to be able to because they are not open to me" (Fogel). Any major-oriented foundation class should be open to all students because it would help them discover what majors could possibly interest them, while still fulfilling foundations requirements. This would provide students at DU with the opportunity to explore different career paths to find what truly interests them.

While some may feel that a change in curriculum is not necessary because world knowledge unrelated to a student's major makes them a more educated person, it can be shown that change is needed through DU's job placement rates and comparison to other prestigious school's curriculums. For example, Schools that are on tier with DU's Daniels School of Business, such as Georgetown University and Northwestern University, do not make their student's take a required amount of foundations classes outside of electives and cores, because they do not include a liberal arts base at the heart of their teaching. These schools have received a higher ranking in the business school rankings of countless magazines including *U.S. News & World Report*; seemingly, making people believe that their students come out more prepared and knowledgeable. With DU trying to assert itself as a premier university in the United States, it is imperative that it works to mold effective employees like other respected institutions. Without the attempt to always be pushing forward and creating a better learning environment, the University of Denver is only going to continue to fail to prepare its students for the working world.

Skills and knowledge that will be needed throughout a person's career are developed throughout the college years. It is during the time spent at a university that a student matures and learns how to become a hard-working respected adult. Therefore, it is important that the University of Denver work towards helping its students become the most prepared employees, which is why I believe this change in the construction of the curriculum would further its students' academic success. By simply allowing students to concentrate more on their major studies, rather than general education, DU as a university could show that it is committed to preparing a student with concentrated, intense educational major studies. Just as the department's work to create new instructional core classes for student's undergraduate studies, I believe they could work towards changing the curriculum to create foundations course. As a prestigious university, DU seems to have the resources, the finances, and the professors to create a better, more major focused and intense learning experience for all students.

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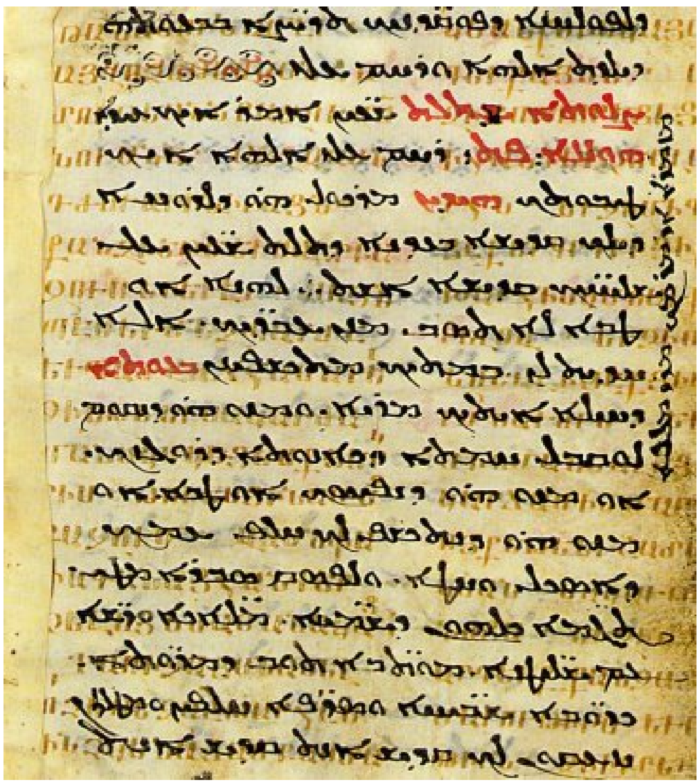
Instructor: Jeff Ludwig

The World is a Text

Critical analyses of wide-ranging texts, from restaurant menus and perfume ads to novels and websites



The skepticism that, for me, went hand-in-hand with a restaurant titled after a dance that has been known to result in pregnancy was only deserved. I pondered the possible implications of the title Bump and Grind. Was the word "grind" reflective of the coffee grounds sacrificed to produce this morning's beverage of choice? Or was I to partake in an uncomfortable brunch featuring some sort of masochistic morning ritual of…bumping? What I found was a sort of fusion.

The strange brunch concoction known as Bump and Grind seamlessly combines every crowning moment a jaunt to Toys R Us accompanied by Elton John could bestow. After waiting amongst a cropping of yuppies, hipsters, and the occasional leather-clad couple, my roommate Cody and I were escorted to our table. Beside the mismatched collection of flatware and dishes upon a mosaic tile top, Cody and I first noticed a curious cup protected by a lid labeled "titties." We discovered later that the mysterious vessel cleverly concealed creamer for in-house coffee drinkers. It was going to be an interesting breakfast.

My server was introduced quickly after I was seated. She encompassed the eternal qualities of a Spice Girl recently rejected from a Barbizon casting call and/or drug rehabilitation. She had several tattoos decorating her face, and coaxed her curvy build into a jumper 40 sizes too small. And she was a he. "What can I get you boys to drink?" s(he) belched, but I couldn't stop staring at her vibrant choice of eye shadow this morning. As she waltzed away, my music major roommate with the mohawk professed his delight for such an offbeat eating experience.

Distracted by nearly everything in sight, at Bump and Grind it's easy to forget what you came for. Leafing through a menu mounted on a Fleetwood Mac album cover, I was initially surprised by the meager selection of entrees. I was finding Bump and Grind's possible clientele dwindling by the minute. It's the kind of place you either love or hate, but the niche market really seemed to dig it.

Despite an option deficit on the menu (maybe twelve choices), the food is as vibrant as the waitress that serves you. The brunch menu serves up everything from macaroni and cheese in stylish slabs, to Mexican omelets and banana waffles. Each tray is completed with a heaping of fresh fruits including pineapples, melons, grapes, and pears. The price isn't bad either. Every dish on the menu ranges from about seven to ten dollars—prices that make Le Peep look less desirable than it was before.

After Cody and I had a quick debate regarding the acceptable term for our waiter/waitress where we decided on the neutral title "server," I chose to order the banana waffles. They arrived in a layered stack, dusted with powdered sugar, a dome of homemade whipped-cream, and speckled with sprinkles. My inner five-year-old detonated with excitement.

Sipping the last of my pulpy and expensive orange juice, I did my best to gather an opinion of the kitschy café. What did it all mean? The Barbie dolls placed in naughty positions in the window. The checkout counter furnished with plastic jars advertising ring pops, mints, and incense for sale. The mismatched, colorful, décor. And that creamer labeled "titties." Bump and Grind is successful because it exposes the unruly characteristics we are so used to camouflaging.

But, Bump and Grind isn't for everyone. With its location on up-and-coming 17th Avenue, the place surprisingly attracts many trendsetters and gays. With this in mind, individuals who enjoy spending their Sunday mornings shooting blanks from their antique rifle toward the heavens or going to church probably won't love the place. I think it's safe to say Bump and Grind is a tad liberal.

However, don't be discouraged to give the place a try. I took note of several young families and even older couples just utilizing their Sunday morning by enjoying some tasty brunch food. Although the atmosphere has the power to shock, I felt acquainted within about ten minutes, it's not as strange as it would seem. Well actually it's kind of strange, but it's really fun.

I'd recommend arriving to Bump and Grind before the doors open—the wait is generally on the lengthy side. I'd also urge you to carry some extra cash to tip the servers; after all, they're kind of putting themselves out there. So if your Sunday seems to be lacking that glamorous raunch that most Sundays do, I'd recommend a trip to Bump and Grind. You won't regret it. Oh…and the food's not bad either.

Bump and Grind
439 E 17th Ave
Denver, CO 80203
(303) 861-4841

Instructor: David Daniels

"Snake-like, fish-like, highly edible, not to say [a] phallically suggestive creature" (196), the eel is an integral part of *Waterland*, by Graham Swift. Throughout the novel, this mysterious amphibian assumes literal and figurative roles that establish a more definite understanding of Swift's arguments regarding an abstract view of humanity and the cyclical nature of history. Graham Swift allows readers to progress from a concrete view of an eel as a source of food and livelihood for a lower class family, to a very abstract view of this same creature as a metaphysical representation of humankind.

At the basic level of his description in *Waterland*, Swift paints a colorful picture of this seemingly simple specimen. First of all, the eel is a source of food and nourishment for the families which live in the Fens region in the United Kingdom. Dick Crick is observed "bringing home in the shape of a sack of live eels what, in those wartime days, formed not only our staple diet but a source of clandestine income" (249). Tom Crick describes "all the various ways of cooking eels - poached in vinegar and water; in a white sauce; in a green sauce; in pies; in a stew with onion and celery; jellied ..." (149). In addition to providing a variety of meal options, the eel serves as a type of barrier between humans and the water of the Ouse River. "Eel-skin gaiters" (11) are utilized by various inhabitants of the Fenland in order to stay dry while working in the marshy waters. This is somewhat ironic, as this amphibian lives its entire life in the comfort of the river, only to be harvested and used as protection from the water after its death. Not only does the eel provide protection from the water, this slithering and mysterious creature is rumored to "cure rheumatism" (18). Finally, the "slithery olive-green Ouse eels [are turned] into crooked copper-brown walking sticks" (85) by Peter Cutlack, the community fish-smoker. Occasionally, when the waters of the Ouse rise, "several crates of coppery eels find themselves stiffly swimming once more in their old element" (99). It is quite intriguing, that the eels which are not able to return to their natural life cycle within the watery contours of the Ouse, are transformed into food, clothing, medicine, and walking sticks—all of which are instruments of the land. Perhaps this is why the eel so desperately tries to return to the water and its place of origin. Perhaps ...

Despite all of its known uses within the society of the Fens, biologically the eel is still a mystery to those who have examined it. This limbless and slithering amphibian seems to be ever-present in the waters of the Leem and the Ouse: "Why is there never any shortage of eels? How can you keep pulling them out of rivers by the trapful but there are always more the next time?" (260). The secret behind their reproduction remains unknown, as the reproductive organs cannot be found: "Even today, when we know so much, curiosity has not unraveled the riddle of the birth and sex life of the eel" (203). What science fails to prove, folktale and curiosity attempt to explain. Various myths circulate, suggesting ridiculous and far-fetched theories. The eel is supposed to generate from mud, spawn from the shedding of its own skin, grow out of other fishes' gills, or evolve from horse hair. Although all of these theories are incorrect, they demonstrate the human desire to categorize and define things that they might not be able to explain.

Not only is the physiology of the eel presented as a mystery in *Waterland*, the eels' tendency to return to its place of birth before its death has confused scientists since Aristotle. The eel is "compelled to take again to the sea and, before it dies and leaves the world to its spawn, to return whence it came" (204). Although scientists and researchers cannot come to an understanding of why the eel chooses to expel so much energy for this seemingly unnecessary task, Swift later proposes that the eel may simply be a reflection of human nature: "In water, [man finds] not only a means of transport and power and a source of food, but a looking-glass for his curious and reflective nature" (204). The mystery of the eel serves to illustrate the idea that, in the absence of concrete explanation, men will try to understand everything, but will never succeed.

To further enhance his series of strange descriptions regarding the eel, Swift presents the eel as a symbol of sexual energy and seduction in the novel. Paradoxically, this apparently sexless creature is made to represent the growing sexual curiosity of adolescent teenagers: "[Freddie] clasps [Mary] from behind, pulls forward with the clasping hand the sturdy elastic of her school-regulation knickers and with the other hand thrusts the eel, a good three-quarter pounder inside" (192). Freddie, who has been denied the privilege of viewing Mary's private region, uses an eel to 'explore' the unknown. Mary does not attempt to remove the eel, but "freezes stock-still and wide-mouthed while something squirms, twists, writhes insides her knickers" (192). The eel in Mary's undergarments does not cause panic or alarm, but represents a new and strange feeling that further boosts the curiosity of the children in their sensual play. It should be noted, however, that the eel tries to make an escape back to the safety of the Lode, returning to the water where it cannot be used by humans.

Later in the novel, eels again represent seduction and sexual curiosity in the meetings of Mary and Dick. Mary requests an eel as a gift from Dick, shadowing her true desire to see Dick's metaphorical eel, his penis of "massive and assertive proportions" (186). Dick also utilizes the eel as a symbol of sexual curiosity. Although this young man does not understand the basic nature of sexual intercourse, he understands that a baby is made with love. To express his desire for a baby, and his love for Mary, he offers her eels. These are the creatures with which he most relates. In essence, Dick is demonstrating his sexuality and love for Mary by giving her an eel, which is metaphorically, a part of him. Following the theme of return which is presented in the novel, however, Mary returns the eel to the water after teasing Dick and obtaining the 'gift' which she desires:

> As soon as she had slipped from Dick's gaze, [she] stopped by one of the drains which join the Hockwell Lode and tipped the eel discretely into it, where, doubtless, recovering from this spell in the limelight of human intrigue, it continued its obscure and anonymous eel-existence. (254)

In his assorted use of the eel as a metaphor in *Waterland*, Graham Swift reveals his underlying use of the eel as a metaphor for Dick Crick and a metaphysical representation of humans in general. Throughout the novel, readers find evidence of Dick's connection to eels. Dick physically represents an eel in his sleek and agile frame: "Dick's large, lean and surprisingly agile body will perform on occasion quite remarkable feats of dexterity and strength" (38). His clothes and body smell of the Ouse: "No niggard with her suds and rinsings, expel from Dick's garments that tell-tale odor" (255). Mentally, Dick "acquired the knacks and know-how of the waterside" (282). Biologically, he was a mystery to those who knew him. Most importantly, however, Dick metaphorically becomes an eel upon his return to the water (his native element) at the end of his life. Dick dove into the water, "forming a single, taut and seemingly limbless continuum, so that an expert on diving might have judged that here indeed was a natural, here indeed was a fish of a man" (357). Dick, although he is not a biological member of the family, adapts to, and in fact comes to define, the true nature of the Crick family: "Perhaps [the Cricks] did not cease to be water people. Perhaps they became amphibians" (13). While a Crick by nature, Dick also represents the 'end' of the Atkinson line, the end of the great 'empire-builders.' He abandons the land, returns to the water, and becomes a symbol of the cyclical nature of the family, of emperors, of eels, and of history.

"He's on his way. Obeying instinct. Returning. The Ouse flows to the sea ..." (357). Life and all of history fold over on themselves, succumbing to a cyclical pattern of repetition that is made manifest in nature itself. Perhaps Dick represents history, "which perpetually travels back to where it came from" (205). Perhaps Dick is a metaphor for mankind, a blind swimmer guided by the instinct to return to his origin. Perhaps Dick is an eel, "compelled to take again to the sea ... to return whence it came" (204). Perhaps Dick is simply a guilt-ridden young man lacking the desire to live. Or perhaps, Dick Crick "will be the savior of the world" (229). Perhaps ...

Instructor: Carol Samson

Evil is only allowed to occur when good men and women do nothing about it. Martin Luther King, Jr., a savior who fought for justice and basic civil rights for African Americans, knew this all too well. He led marches; he was jailed; and yet through this entire struggle most of the white majority did nothing. Even the church, a place which sought to spread the word of the Lord, did not support him. In "Letter from Birmingham Jail," King responds to allegations from white religious leaders that his actions were "unwise and untimely." King believes that the church should support him in his journey for justice and uses a number of highly effective rhetorical strategies, including comparison and understatement, in order to gain that support.

"Letter from Birmingham Jail" was written on April 16, 1963. It was a time when African Americans were fearful of going into the wrong restaurant, the wrong bathroom, or even using the wrong water fountain. The South was a place where the foolish Supreme Court validation of the mantra "separate but equal" still dominated. African Americans were saturated with anger and were ready to do almost anything to gain the rights that they deserved and were promised to them. King was one of the main leaders of this civil rights movement and considered peaceful demonstration to be the greatest tool available for change. He was the one who organized the bus boycott in Montgomery, he was the one who started the idea of sit-ins in restaurants, and he was the one who always prompted the idea that nonviolence was the only way to create "the kind of tension in society that will help men rise from the dark depths of prejudice and racism."

After launching a peaceful protest in the city of Birmingham, King was jailed for protesting without a permit. It was in this jail where he found out about a group of white religious leaders who submitted an article to the local paper which "called [his] present activities unwise and untimely" and even called King an "outside agitator." These religious leaders felt that King should wait and that the movement towards civil rights for African Americans would come in time. King's situation would cause the average person to fall into deep depression. The people who King viewed as his equals, his fellow religious leaders, attacked him, calling him an "outsider" and made it clear that they would not support the African American move for freedom. Instead they told him to wait, a word that African-Americans of that time were very used to hearing.

King uses many strategies in "Letter from Birmingham Jail" to entice the church, religious leaders, and white moderates to come to his side. One of the strategies that is more focused on religious leaders and the church is the comparison of King to that of St. Paul. King believes that he is much like Paul in the way that "Apostle Paul left his village…to carry the gospel of Jesus" and King is "compelled to carry the gospel of freedom beyond [his] own home." This comparison is one that is very hard to argue with. King seeks freedom and justice for all of his fellow African Americans, just as Paul sought to spread the word of God to everyone around the world. This comparison also serves another purpose. As King is currently writing from jail, it may be very easy for religious leaders to simply dismiss his letter. However, by mentioning St. Paul, a man who endured Roman jail to spread the world of God, religious leaders will not be able to totally reject the words that King says in this letter just on the basis that King is currently in jail. King turned his weakness of being in jail into a strength.

One of King's most powerful rhetorical strategies that he uses in the entire piece is his use of the understatement. When King responds to the religious leaders' question of why he just could not "wait," King goes into a vivid description of why. King cannot wait because he is "harried by day and haunted by night by the fact that [he] is a Negro." He is tired of sleeping in his car on long drives because “no motel will accept [him].” He is tired of his “first name becoming nigger, [his] middle name becoming boy…and [his] wife…never given the respected title Mrs.” King especially does not want his children to ask him why “white people treat colored people so mean.” King ends this powerful barrage with the perfect understatement, stating that “[he] hopes…[the religious leaders] can understand the [African-American] legitimate and unavoidable impatience.” The reason this statement is so powerful is because no one wants to sleep in their car when there is a warm hotel a few minutes away. People want to be called by their own names, and certainly an adult does not want to be called “boy.” Also, there is no one in this world who wants their children to come up to them and ask them why they are being treated badly by others. If the church, the religious leaders, and white moderates cannot understand the African American “impatience” (if one could call it that) after reading this part of King’s letter, and if they cannot see how they would be marching on the streets if these same things were happening to themselves, then they are most likely unreachable.

It is ironic that King wrote this letter in jail. When one reads his letter, it feels more like King is on top of the world than behind bars. King wanted to show that his spirit would not be crushed by any jail or any letter that he received. “Letter from Birmingham Jail” indeed proves that the African American movement for basic rights would not stop even if the church, white moderates, and religious leaders did not support it. King basically called these groups cowards, which was a highly effective strategy to use. King wanted to stir up the people who wanted to give African Americans full rights yet did nothing about it. “Letter from Birmingham Jail” was written to show those groups that African Americans were not waiting anymore and that the push for civil rights was happening right then.

In the end, King wrote a very effective letter that would likely gain the support of the church, religious leaders, as well as white moderates. King used many devices and strategies to gain this support. What King’s letter tried to prove was two main things: first, that the African-American fight for equality was just and, second, that African Americans would not wait for that equality. King wanted to show white religious leaders and white moderates just what it was like to be an African American. He wanted them to understand why it was not possible for the civil rights movement to just “wait.” If any person could not understand the “impatience” African-Americans were feeling at that time after reading the “Letter from Birmingham Jail,” then that individual is not a part of humanity at all.

Instructor: Linda Tate

We exist to expose environmental criminals, and to challenge government and corporations when they fail to live up to their mandate to safeguard our environment and our future. … And we believe that the struggle to preserve the future of our planet is not about us. It's about you."

— "About Greenpeace," Greenpeace International Website

This excerpt concisely exemplifies the mission of Greenpeace, an advocacy group for environmental protection and awareness. The organization aspires to protect the global environment and argues for environmental protection over short-living corporate and governmental interests to exploit the environment for profits. It tries to gain support for this cause from multiple audiences, from casual visitors of its website to supporters who are willing to commit their whole lives to environmental protection. To reach this goal, the "About Greenpeace" statement effectively establishes an open, reasonable, yet committed persona and arguments that go beyond mere assertions but are backed by a convincing line of reasoning and powerful language.

To better understand and analyze the document, it is necessary to know certain facts about Greenpeace as an organization: During the last quarter of the 20th century, Greenpeace has developed into probably the most well-known advocacy organization for environmental awareness. In "The history of Greenpeace," the Greenpeace International website explains the humble beginnings of a small group of activists, who wanted to focus public and media attention on US nuclear tests on an island with diverse wildlife in Alaska in 1971. Up until today, this group developed into an international organization with representations in 41 countries worldwide. This organization proposes alternative solutions to activities that are endangering the environment based on the findings of its own research department.

Greenpeace International feels a "call to write" the "About Greenpeace" statement to introduce visitors to the Greenpeace website to the essence of the organization. The document is supposed to give a convincing abstract of why the organization exists and how it goes about its work. It shall draw attention to the necessity of Greenpeace's actions and encourage civil support, which is seen as indispensable to the achievement of Greenpeace's goals. The quote "And we believe that the struggle to preserve the future of our planet is not about us. It's about you" clearly illustrates this purpose.

Because Greenpeace is so determined to appeal to the visitors of its website, it seems reasonable to ask: Who is the statement's intended audience? By looking at the website section entitled "Get involved," one can distinguish three target audiences by degree of involvement with Greenpeace and its campaigns. First, there are casual visitors. These are mostly business and working people who believe in the importance of environmental awareness and are willing to support Greenpeace. In the lives of these visitors, however, environmental issues do not have absolute priority, as these people lack enough time to get deeply involved with Greenpeace. They might support Greenpeace with periodical donations or use the offered possibilities to "be a one-minute activist." Next, the organization addresses visitors who are willing to commit a substantial part of their free time to the Greenpeace organization. Some are asked to "Spread the word" by lobbying for environmental awareness in their private and professional surroundings. Others, so-called "Green Geeks," supporters who are especially adept at using computer and online resources, might create Greenpeace screensavers, computer games, specialized browser skins, and the like.

Finally, Greenpeace reaches out to people who see environmental protection as their primary duty in life. The organization offers volunteer opportunities for those who want to get involved in specific Greenpeace projects, and even full time jobs in Greenpeace's offices. The ultimate reward in the organization is to be selected as a crew member of one of Greenpeace's ships, an honor that only the most dedicated and skilled members of Greenpeace receive.

To appeal to all these distinct types of audiences within one single document, the statement uses a standard tone. A standard tone "relies on a plain, relatively formal style … [and] seeks to establish a relationship with readers based on shared interests and the mutual respect of reasonable persons exchanging views" (Trimbur 213). Greenpeace successfully balances its rhetorical appeals to its distinct audiences to emphasize the common interest in environmental awareness without making an overly idealistic, unreasonable impression to audiences with lower degrees of commitment to environmental protection.

There are certain moments in "About Greenpeace" where one can specifically recognize the document's rhetorical appeals to ethos, pathos, and logos: The organization claims to "promote open, informed debate about society's environmental choices" and to use "high-profile, non-violent conflict to raise the level and quality of public debate" to describe Greenpeace's persona, its ethos, as being reasonable and informed. To strengthen this appeal, Greenpeace portrays its openness to differing views and the organization's willingness to discuss them in an informed and respectful way. Greenpeace knows that an effective, reasonable presentation of one's arguments cannot forgo the opinions of people thinking differently about the issue at stake. Statements such as "To maintain its independence, Greenpeace does not accept donations from governments or corporations" further underscore Greenpeace's credibility. They clarify, that Greenpeace is not corruptible, and does not alter its ideas and beliefs simply to conform with the wants of the powerful.

Because our emotions affect our ideas and decisions substantially, a credible persona must be supported by pathos, e.g. appeals to the audience's emotions. Only when such appeals are integrated into an argument, it can be truly influential and convincing. The statement-ending citation of a famous Greenpeace banner stating "When the last tree is cut, the last river poisoned, and the last fish dead, we will discover that we can't eat money…" is the strongest example of emotional appeals in "About Greenpeace." The appeal is especially powerful because it challenges one of the most prevalent subconscious beliefs in our society: that money is the ultimate denominator of success in life. A simple, short sentence seems to devaluate the merit of this ubiquitous guideline and leave people wondering about their priorities in life.

Finally, an argument needs to follow a logical, coherent line of reasoning to be complete and ultimately effective. It must appeal to logos. Greenpeace's logos contains all aspects of an effective argument: First, the organization makes a claim. It states that "Greenpeace exists because this fragile earth deserves a voice" and that "Greenpeace focuses on the most crucial worldwide threats to our planet's biodiversity and environment." This claim suggests that the planet earth is susceptible to threats that attack its ultimate consistence, and that these threats are an uncomfortable reality today. It explains that it needs organizations such as Greenpeace who give voice to a planet that on its own cannot retaliate after the daily abuse of its body. The sheer number of people supporting Greenpeace provides evidence for the merit of this claim: "Greenpeace speaks for 2.8 million supporters worldwide, and encourages many millions more than that to take action every day." The enabling assumption linking this evidence to the claim is simple but powerful: It needs organizations such as Greenpeace to bundle these many people's interest in environmental protection to take effective, united action to counter the threats imposed on our environment. Because so many people agree with Greenpeace on the fragility of our planet and the importance of environmental protection, this topic represents a matter of public interest. Environmental protection is demanded by millions of people worldwide and consequently this public interest should be valued by governments and corporations. When the document states in its seventh paragraph that "[Greenpeace] exist[s] to expose environmental criminals, and to challenge government and corporations when they fail to live up to their mandate to safeguard our environment and our future," this logic becomes most obvious. The logical and complete reasoning in "About Greenpeace" appeals to all of its multiple audiences. As Greenpeace states: "In pursuing our mission, we have no permanent allies or enemies." Everyone, from the casual visitor to the actual activist in the field, can contribute and is needed to make Greenpeace a unified public force demanding protection of the vulnerable world we all live in. The sheer force of public opposition personified in Greenpeace should convince governments or corporations neglecting environmental protection to revalue their flawed work ethics.

To even further enhance the rhetorical appeal of the "About Greenpeace" statement with appropriate language use, its authors mainly rely on two figures of speech to convey the statement's argument: Parallelism and Metaphors. Parallelisms are phrases that use the same sentence structure and similar wording, as an example of the first paragraph of "About Greenpeace" demonstrates: "It needs solutions. It needs change. It needs action." The use of parallel structure helps the authors to relate the three sentences to each other, and to emphasize the common importance of solutions, change, and action. Metaphors, on the other hand, "make an implicit comparison, as though one thing is actually another" (Trimbur 54). Phrases such as "this fragile earth deserves a voice" or "We exist to expose environmental criminals," make the statement sound more colorful and imaginative. They want to portray the earth as somewhat human, a creature that might be hurt, cannot defend itself, and needs to be protected. People that pollute the environment, on the other hand, are presented as outlaws who disregard the public value placed on environmental protection.

As a last step in the presentation of its argument, Greenpeace effectively positions the "About Greenpeace" statement on its website. The importance of proper organization of webpages is often underestimated but utilized in a clever manner by Greenpeace to guide readers to the "About Greenpeace" statement. The statement is the very first available link in the link register on the left side of the website and its broad title is likely to attract visitors who want to get familiar with the organization. Therefore, it is most likely to the first article visited. The statement then utilizes the arguments and rhetoric appeals analyzed above to solicit curiosity about more detailed information on Greenpeace. These details follow as separate links in the link register and provide extensive information on specific aspects of Greenpeace.

Non-Governmental Organizations rely on the persuasive power of their ideas and missions to convince their target audiences of their cause. A concise, effective, and powerful mission statement can create a lasting impression on the minds of its readers and aid an organization to solicit support for its undertakings. "About Greenpeace" utilizes all aspects of effective rhetoric appeals as well as logical, consistent, and complete arguments to convince its multiple, distinct audiences of the importance of the organization's ultimate goals: greater environmental awareness and effective global environmental protection through the work of activists and support of millions of people worldwide.

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Instructor: Geoffrey Bateman

In his short story "Uncle Wiggily in Connecticut," J.D. Salinger introduces Eloise, an American wife and mother in the 1950s who exhibits the desperation and anger that Adrienne Rich discusses in her book *Of Woman Born*. The overall state of discontent and resentment shared by these two women is due to what Rich describes as "the institution of motherhood," a set of expectations regarding the traditional role of mothers. They became mothers because of the societal pressure pushing them toward this lifestyle, and once they did, the demands of this role caused them both unhappiness. The correlations between Rich's and Eloise's experiences show that Salinger's story supports Rich's ideas, which make it easier to understand the character of Eloise.

In *Of Woman Born*, Rich refers to the "institution – not the fact – of motherhood" (39) which demands of a woman "the 'real' tasks of adult womanhood: marriage and childbearing" (40). This institution is something that Rich felt in her own life as a young woman: after getting married, her husband expected to have children, and Rich knew that having kids would make her "'like other women'" because "this is what women have always done" (25). Rich details the effect it can have using her own story: she talks of the anger she feels towards her children and the struggle of trying to live out the identity of the traditional wife and mother. J.D. Salinger's short story "Uncle Wiggily in Connecticut," found in the compilation *Nine Stories*, deals with similar subject matter. The story begins when the protagonist Eloise, a wife and mother, receives a visit from her college roommate, Mary Jane, and they have a lengthy conversation while drinking cocktails. They talk about people they knew in college, Eloise's family life, and eventually about Walt, Eloise's boyfriend who was killed in World War II. Periodically throughout their conversation, Eloise's daughter Ramona comes in from playing outside with her imaginary friend "Jimmy" and Eloise greets her with a mix of indifference and irritation. When day turns into night, Eloise puts Ramona to bed and finally loses her patience with her. After her fit of anger, Eloise starts to sob, remembering the kind of person she used to be before she got married and had a family.

Salinger's story supports Rich's concept of the "institution of motherhood" and the effect it can have on women. There are parallels in both Rich's and Eloise's experiences that show this, one of them being the transformation of Rich and of Eloise after becoming part of the institution of motherhood. There is a clear erosion of their selves after assuming the role of a housewife; both are changed into more sullen, distant people. Rich describes the experience of looking at photos of herself when her children were growing up: "I see a smiling young woman, in maternity clothes or bent over a half naked baby; gradually she stops smiling, wears a distant, half-melancholy look, as if she were listening for something" (32). Her writing career also suffers; during her second pregnancy, she notes that "of late I've felt toward poetry – both reading and writing it – nothing but boredom and indifference" (26).

Eloise underwent a similar transformation. She is painted as a jaded and irritated housewife, and this is especially evident when dealing with her daughter Ramona. When Ramona's fixation on her imaginary friend "Jimmy" (who happens to have a sword) tests her patience, she says "oh, him and his goddam sword" (27), and this concept only makes her angrier later that night when Ramona is in bed, lying on one side so "Jimmy" can have the other: "Eloise raised her voice to a shriek. 'You get in the center of that bed. *Go on.*'" (37). At the end of the story, Eloise sobbingly tells Mary Jane of when they were freshmen in college and a girl made a disparaging comment about her dress, leaving her in tears. Mary Jane's visit brought back memories from before she had a family, and she realizes that she has changed from an innocent young woman to her present state: "'I was a nice girl,' she pleaded, 'wasn't I?'" (38).

Eloise clearly isn't happy in her current situation, and Rich's experience offers a new perspective here. She helps the reader understand that the root cause of Eloise's unhappiness is her accepting the role of a wife and mother, same as Rich, who stated that "I was effectively alienated from my real body and my real spirit" (39) because of this institution. Rich's piece also helps the reader understand why Eloise is angry at Ramona for no apparent reason. Rich also experienced some very negative feelings toward her children, which in a journal entry she described as "bitter resentment and raw-edged nerves" (21); she also states that "out of my weariness I would rage at those children for no reason they could understand" (32), just as Eloise did, due to the identity she was expected to take on. After becoming mothers, Rich and Eloise experienced much of the same turmoil in themselves and other aspects of their lives. Another parallel between the two is the currents led them to that position.

Both Rich and Eloise reveal that they were not enthusiastic to get married and start a family. Rich doesn't discuss her decision to get married, but she is fairly clear on why she became a mother. On page 25, she reveals that growing up she had never felt like a true female, and as a young woman she didn't know if she wanted children or not; she did know that "to have a child was to assume adult womanhood to the full, to prove myself, to be 'like other women.'" In "bending to some ancient form," she felt "for the first time in my adolescent and adult life, not guilty." This pressure to conform to a certain role of "woman" and the duties it entailed seemed "as ineluctable as the tides" (24) and was an expectation held by society as a whole. Both her husband and his parents expected to have children, and in the "family-centered" (25) world of the 1950s, the expectancy of motherhood was so engrained in society that in order to be sterilized, she had to get the permission of her husband and a committee of physicians (30). Salinger does not detail in the same manner the reasons why Eloise started a family, but it is implicit throughout the story: Salinger gives no ostensible reason for Eloise to marry and start a family other than the seemingly "ineluctable" standard of the time period.

Even though Eloise did start a family, she is not very emotionally attached, especially not to her husband, Lew. Throughout her and Mary Jane's conversation, Lew comes up as a topic of discussion frequently, always in a negative light. On one such occasion, Eloise tells Mary Jane "if you ever get married again, don't tell your husband *any*thing," and that Lew is "too damn unintelligent" (31). After a while, Mary Jane asks why she even married him in the first place, to which she says "oh God! I don't know" (32), and can't come up with a clear response. It also becomes apparent that Eloise's former boyfriend Walt was someone she really cared about. She fondly recalls how he could make her laugh (28) and reminisces about the time they spent. When she tells Mary Jane how he was accidentally killed in the army, the thought causes her to cry (33). She clearly does not feel this way about her husband, which makes it difficult to understand why she married him; but knowing that the story is set in the 1950s, she likely felt the same push toward staring a family as Rich did. That same climate exists in Salinger's story, as is evidenced by Mary Jane. After college, Mary Jane was married briefly but divorced and is now working for a living. Eloise references her job a few times, calling her "career girl" (31) and saying "the hell with your lousy career" (22). This is significant because it is an anomaly. Eloise calls attention to it because she didn't settle down and start a family as Eloise did, which is the norm in this era, and Eloise certainly didn't do this because she was madly in love with her future husband.

Rich's concept of the "institution of motherhood" makes it easier to understand Eloise. Salinger's portrait of a bitter and resentful housewife is made clearer by a familiarity with Rich's experience, as she argues that the role of wife and mother can breed anger in a person. Salinger's story can also support the ideas in Rich's book. There are correlations between Rich and Eloise: both were subtly coerced into the role of housewife by societal pressure and both morphed into angrier, unhappier versions of themselves. The "institution of motherhood" exists in

Salinger's story as much as Rich's; however, the institution of motherhood causes Rich and Eloise to suffer for different reasons. Both women entered into the role of mother, which put them in situations where they would rather not be and are suffering because of it. But Rich laments the loss of her career, and more so, of her identity (29) and Eloise misses her former life, when she was a happier, more innocent person, and when she had her boyfriend Walt. But for both women, whatever the specifics be, the traditional role of mother does not satisfy their needs or desires and is the root cause of their unhappiness; "Uncle Wiggily in Connecticut" and *Of Woman Born* complement each other in this way.

Instructor: Geoff Stacks

Satire has been involved in politics for as long as politics has been around, inevitably blending a critical attitude with witty humor to improve society. Thus, the true satirist, conscious of society's flaws, attempts to provoke and alter other people's thoughts through laughter. By criticizing politics in a way that is socially acceptable, the satirist provides a check and balance upon power by bringing a unique perspective on the truth. Satire is unique because it presents both sides of a debate, breaking it down into its most basic components. After breaking the situation down, the satirist then blows the components of the situation out of proportion, allowing one to view varying aspects of the situation that may have been previously overlooked. By providing multiple perspectives on a single situation, satire shows us the truth, thus allowing society to improve.

Truth as defined by the *Apology* is a matter of whether one's actions are right or wrong; there in turn lies the injustice in Socrates' case. In the *Apology*, Socrates is placed before a jury to refute the charges against him, but in the genuine scheme of Socrates' plan, his persona is contradicting his true purpose. Socrates did not try to argue his case in front of the jury to save his life but to provoke thought within the jurors:

> To put it bluntly (even if it sounds rather comical) God has assigned me to this city, as if to a large thoroughbred horse which because of its great size is inclined to be lazy and needs stimulation of some stinging fly. It seems to me that God has attached me to this city to perform the office of such a fly; and all day long I never cease to settle here, there, and everywhere, rousing, persuading, reproving every one of you.

One of his main purposes in life was not to live among people to assimilate with the society at large, but to only influence them. Socrates was not focused or concerned about the idea of a perfect society; instead, he wanted to improve upon the one that he was part of during his existence. Rather than develop a framework for a utopia, he suggested that society should, in it self, strive to utilize the best system it can attain building its current foundation. He felt that utopia was abstract and superficial, and it would not allow for problem solving solutions to issues that plagued society. In the trial, the jurors were debating over what was truth, mostly because the community did not want to hear the truth; they did not want to accept certain aspects of their society. Socrates said that the old charges being held against him stemmed from years of prejudice and gossip making them unanswerable and unjust. Because of this, it can be seen that if life was full of complete truth, there would be no reason for justice. This theory proves another flaw in the utopian ideal and verifies that society, in lying, can not be a paradise with wrongdoers.

Authorities often reprimand those who criticized the law, but through satire, Stephen Colbert shows that avoidance of prosecution, unlike Socrates, by set authorities can be accepted in society when deemed appropriate. Through satire, Colbert assists in the emphasis of politically controversial issues that are contentious by making them comical and thought provoking. Colbert in his speech states, "Now, there may be an energy crisis. Well, this President has a very forward-thinking energy policy. Why do you think he's down on the ranch cutting that brush all the time? He's trying to create an alternative energy source. By 2008, we will have a mesquite-powered car." In the face of an energy crisis that not only threatens to engulf the world in war and reflects America's consumption level of energy that threatens to destroy the planet, Colbert highlights the fact that the president is just merely pretending to address the problem. By doing this, Colbert brings into perspective an issue that causes people to pay attention, leading them to a moralistic indignation or a feeling that something could be changed.

Considering the extensive limitations

imposed on the ability to question or criticize this president, when given the once-in-a-lifetime opportunity to publicly roast him, Colbert seized the moment. Many observers intuitively felt that the president suffered more of a political attack, rather than merely enduring a comedy routine. Throughout Colbert's speech, all of his jokes referred to one another, one after the next, in different variations, and had the one theme of attacking the President. Colbert relentlessly repeated jokes targeted, for instance, at Bush's 32% approval rating saying, "Sir, pay no attention to the people who say the glass is half empty, because 32% means it's 2/3 empty. There's still some liquid in that glass is my point, but I wouldn't drink it. The last third is usually backwash." By saying this, Colbert was implying that the truth of the matter was that the remaining support that the President had was worthless. As Colbert's speech, or should we say mockery, continued, Colbert also stated a statistic that referred to the disapproving 68% of the American population by saying, "Don't pay attention to the approval ratings that say 68% of Americans disapprove of the job this man is doing. I ask you this, does that not also logically mean that 68% approve of the job he's not doing?" Seeking to hold the President accountable through the use of sarcasm, Colbert exploited some politically embarrassing events is in the best way offered by this country, the First Amendment. Despite the sarcastic nature of Colbert's satirical speech, it is clear from the continuation of talk from the public about this speech that Colbert, regardless of how offensive he was, encouraged the public debate democracy requires to enrich our political discourse.

Just as Socrates' satire before the court received a great deal of criticism, so too have contemporary critics had plenty to say about whether Colbert's speech was right or wrong, funny or not — which only goes to show that, loved or loathed, Colbert's satirical presentation drew attention to the issue at hand. Heather Mallick, a supporter of Colbert's, writes that "History was made last week at the White House Press Correspondents Dinner. But it took a non-journalist—a comedian in fact—to do the job the well-fed journalists failed to do: take on George W. Bush." Mallick contends that journalists merely tell the people what the politicians want them to hear in a way that makes them happy. Colbert, however, expanded the public's mind while mocking the close-minded reportage of the media. He did so satirically, by presenting himself as a typical right-wing journalist: "an unread, grotesque bully who lives on 'truthiness', a Colbert word for faith in what you believe to be true rather than what is true. He promises not to tell you the truth 'but to feel the truth at you'." Through satire, Colbert tells the truth to the people rather than just reiterating what they thought they already knew, thus giving them a reason to pay attention.

Empathy and other feelings evoked are the benefits of satire toward politics despite the fact that some feel it can lead to over dramatization. Many people like Maria Pegueros feel that there should be a defining line between the press and the government in order to make the government accountable to the people. Through satirically pointing out the flaws of the press and the government, one could say that this in fact makes the government and press more accountable by being exposed in a very blunt manner. The lack of satire would lead to propaganda and an absolute, unquestioned control of the governing body over the society. According to Rosa Pegueros, "Access to the news depends on a cordial relationship with the Oval Office." For this reason, satire helps emphasize through humor and bluntness the control over the American people.

Ironically, the blunt and even harsh satire used by Stephen Colbert is seen as bullying, and yet society, under the control of the government, is domesticated to simply accept what is being feed to them without question. Richard Cohen says "Colbert was not just a failure as a comedian but rude…Colbert was more than rude. He was a bully." It is Cohen's belief that satire has no place within government because it creates an atmosphere of contempt and disrespect. This is not the case; the use of satire is not a means to belittle government. Satire, in reality, is used as means to strengthen politics and is actually a form of constructive criticism.

Another form of satire in this article relates to the concept of humor and what constitutes humor. When a person asks what makes something funny, he or she is asking a question that the answer could be based on an analysis of many factors. People tend to think of the term “funny” in many different ways. One’s sense of humor could be perceived as having the ability to understand or communicate one or more universal characteristics such as excitement, happiness, incongruity, absurdity, the unexpected, getting it, emotional chaos, or even satirical irony. Once a stimulus is perceived as humorous, it will trigger a reaction within the individual. This reaction may be physiological (laughter), cognitive (wit), or emotional (mirth), or a combination of these experiences. Therefore, the total sensation of a humorous event is a complex interaction of a stimulus, an individual’s perception, and the resulting reaction. People’s senses of humor usually come from his or her up bringing, personal experiences, or lifestyles. Because of this variation from person to person, humor is an intangible and capricious emotion that even for one individual can change as he or she grows and matures. Ultimately, every person will find some kind of humor in his or her everyday life and this is something that every one shares. Because of this shared universal characteristic, satire though humor may be perceived differently by different people but still provokes thought constituting its legitimacy for its existence.

Through satire, several different attribute can be seen and emphasized by taking a fine tooth comb over an issue and then deconstructing it to its foundation. After being stripped down to its foundation and then blown out of proportion, one begins to have a clearer understanding or begins to see the absurdity of the situation. Although one can see that many viewers may have found Colbert’s speech offensive, most audiences can appreciate his bluntness and honesty when it comes to what he had to say. One of the most successful elements of his speech was his ability to critique an issue that most would not have because of conformity. Through satire, Colbert went beyond the comedy that is typical and created a new “truth” that plays off of justice and humor. By over emphasizing satire in controversial issues, Colbert displayed the absurdity of thinking that politics could exist without satire. Because many serious issues of contemporary America are made comedic, more than one perspective can be seen through different points of view and will more likely be accepted by society. It can be seen that Colbert’s speech over controversial and challenging issues was quite successful because of the new perspective that he offered to the audience. Many of Colbert’s points throughout his speech were successful because he mocked the conformists by breaking the traditional mold of accepted society. Colbert delivered a unique and controversial perspective that had no regard for political correctness in any form, and through this brought satirical meaning to the words truth and justice.

Instructor: John Tiedemann

One often wonders how to quickly and meaningfully put the spotlight on an issue needing urgent consideration. Ross Gelbspan effectively alerts the average reader to the issue of global warming in his article from the *San Jose Mercury News*, “Why We Need to Worry About Global Warming, Now.” The article’s focus is to draw attention to the issue of global warming, especially the severity of the problem. Gelbspan points out the scientific bodies who believe that carbon emissions must be cut within the next ten years or else the environment and humanity will suffer severe consequences. Gelbspan also engages the reader with the shortcomings of the media and the Bush administration in dealing with a reduction of carbon emissions. Moreover, the author lists several ways in which global warming is already adversely affecting the environment, including the increase in hurricane intensity. Additionally, Gelbspan critiques the conventional measures of combating global warming—turning off light switches to burying carbon emissions underground—and proceeds to suggest a worldwide effort to transform the world’s energy intake. Finally, Gelbspan lists several aspects of his own plan to cut energy emissions and calls upon the reader to acknowledge the issue. Upon completing the article, it is easy to see that it is well rounded in terms of rhetorical appeals to ethos, pathos, and logos. The article also contains a consistent organization and style. Overall, Gelbspan makes a moving rhetorical argument in which he sounds the alarm on the issue of global warming.

In relation to ethos, Gelbspan demonstrates his legitimacy as a well-researched writer and leaves few questions as to his integrity. Since Gelbspan’s audience mainly consists of middle-aged and older newspaper readers, he qualifies himself by practicing good journalism and giving good references. Though Gelbspan does not cite an author for all of his facts, he does cite quite a few, mainly at the beginning. Reference is made to legitimate organizations like the International Panel on Climate Change, NASA, and doctors at Harvard Medical School and Britain’s University of East Anglia. Gelbspan also mentions his own plan, which was “refined by a group of energy company executives, economists and energy policy specialists who met several years ago at Harvard Medical School” (par. 35). This statement legitimizes his emission reduction plan. In addition, Gelbspan includes a footnote at the end of the article giving some personal information, including the fact that he is the author of two books—*The Heat is On* and *Boiling Point*—and that he also operates a website. The fact that publishing two books is difficult makes up for any holes the journalist may have left in not giving a source for a statement. Throughout the essay, Gelbspan maintains the attitude of a good reporter and does not insert his own opinion unless he is obviously justified based upon the evidence put forth. Clearly, Gelbspan is successful in his appeals to establish his credibility.

In addition, the pathos of the essay gets the readers attention, but does not overwhelm the article. Gelbspan starts off the article with its subtitle: “With climate-related changes occurring faster than expected, scientists say we have 10 years to slash carbon fuel use—or else” (par. 1). The “or else” bit of the subtitle helps to draw in the reader and plant the seed of concern for the issue. Most of the emotional appeals in the body of the essay are not direct quotations from the author himself. Rather, the author quotes other professionals, as in the case of quoting Dr. Rajendra Pachauri’s statement that cuts in carbon fuel must be made “if humanity is to survive” (par. 6). In this manner, Gelbspan uses other professionals to voice what he himself wants to say. By using others, he strengthens his emotional appeals through numbers. As mentioned, Gelbspan does not kill the article with too much pathos. He uses some at the beginning to grab the reader’s interest, as in the case of the subtitle, and he uses some toward the end, but refrains from inserting too much pathos in the middle, leaving that section for rational discourse. At the end, Gelbspan calls for the world to unite through the statement, "the countries of the world need to join together…Otherwise, our history as a civilized species will soon be truncated by the momentum of runaway climate change" (par. 42). These lines make a call to action by playing on the reader's values of society and heritage. The emotional content of the essay grabs the reader's attention and utilizes general values to generate concern, while leaving room for logical argumentation.

Gelbspan mixes his emotional appeals with logical appeals, which make and provide for the major rational arguments of the article. The first few paragraphs immediately present some analytical work done by the IPCC. By putting some initial analysis at the beginning of the article the author creates a knowledgeable and professional tone for the article. The reader also knows that the article will not be full of purely sentimental appeals. After the author sets the tone of the article with several emotional appeals, the article transitions to one fact or logical statement after another. Gelbspan's logic appears to be valid and is typically presented in the form of stating a claim, providing reasons that support the claim, and then offering justification. For example, in the paragraph about the failure of environmental groups to sound the alarm, Gelbspan makes the claim that "…environmental groups are unwilling to sound the alarm clearly" (par. 14). He then gives the following reasons to support the claim, "…they work in Washington, where most change is a matter of slow negotiation—but also because they're afraid of being marginalized" (par. 14). Gelbspan finally gives the justification that "it is, after all, hard to tell Americans just how much change is needed when they're only now understanding that change is needed at all" (par. 14). Most other arguments or examples in the article follow a similar structure. The other logical appeals, facts and statistics, support their intended premises. This is the case when Gelbspan juxtaposes the U.S. media and European media to show how the U.S. could improve its policy on emission standards. In this argument, the statistics of several European countries' emissions pledges are given to show the effect the European media has played on the policy changes. As a general observation, the article is free from fallacies and contains valid arguments to support the claims that lead to the conclusion that global warming is a serious issue that needs to be addressed immediately by the global community.

In addition to using the rhetorical strategies of ethos, pathos, and logos, the article maintains a consistent style and organization to draw attention and action to the issue of global warming. Gelbspan's general strategy is to identify the problem, call attention to several disturbing negative facts, compound these with more bad effects, and finally offer some solutions as to how global warming can be stopped. The result is that the reader experiences a combination of anger, a guilt trip, and a shock that draws their focus to the necessity of combating global warming. Gelbspan's word choice also plays a major role in the tone of the article. For instance, Gelbspan transitions a paragraph discussing cuts in the Kyoto Protocol to one discussing leaders just beginning to accept global warming with the transitional phrase "What's truly alarming" (par. 8). A lesser transitional phrase like "moreover" would have still made sense, but Gelbspan maintains a high stakes energy through his vigilant style. Gelbspan's style and organization greatly assist in engaging the reader in the topic of global warming.

All in all, Gelbspan makes a good rhetorical argument in drawing concern to the issue of global warming. The credibility of the article is appropriate for the demands of a widely-read newspaper and lets the reader know they are reading a well-researched piece. Additionally, the emotional appeals grab the reader's attention and make them want to care about the issue of global warming. Even more, the logical arguments offer strong support for the reader to look at global warming in a serious manner. The other elements of the article, the style and organization, are also effective in keeping the reader engaged and provide a logical organization for the reader to follow to the author's conclusions. Clearly, it is possible to create a well-balanced article that draws lots of attention to a pressing issue while still maintaining that article's integrity.

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Instructor: Jennifer Campbell

What a difference a day makes…or five decades of days in the Ladies Professional Golf Association (LPGA). A card-carrying, LPGA professional woman golfer back in the 1950s had to assume responsibility for grooming and maintaining the course on which she played, only to be rewarded a few thousand dollars, at best, for a single tournament's winnings (Britannica Online-LPGA 1). The total annual prize money for 1950 was $50,000 (Wikipedia-LPGA 10). (Perhaps even worse, at least for the more style-conscious golfer, a player's financial statement couldn't be even remotely offset by their fashion statement. That's just a brief editorial comment on the part of this fashion-crazed writer/golfer.) Compare that to the total money awarded in the LPGA in 2007-$54,285,000, (not to mention the added abundance of cute, pink golf hats and shorts with Nike swooshes on them) (Wikipedia-LPGA 10).

The objective this writer set forth was to research the growth and history of, and the American presence in, the LPGA. At a brief glance, it is learned that thirteen American women golfers can be credited with establishing the LPGA back in 1950 (Britannica Online-LPGA 1). They had no way of knowing, back then, that it would one day become the oldest professional women's sports institution in America. For its first twenty years, the LPGA was largely comprised of athletes from the United States. Today, the tour schedule features a wide array of international flags next to the players' names (Wikipedia-LPGA 2). Women's golf has evolved exponentially. It is a competitive, visible, international entity in the wide world of sports.

Britannica Online and Wikipedia present two very different overviews of the LPGA. Britannica offers a succinct summary of the lackluster background of professional women's golf in the three decades before the formation of the LPGA. Online links to biographical sketches of some of the more famous women golfers from this early era are offered. A sense of the emergence of the sport over time is captured by the reader, culminating in a brief discussion of the rise to prominence and financial compensation of past and present women golfer legends including well-known names such as Babe Zaharias, Nancy Lopez, Juli Inkster and Annika Sorenstam (Britannica Online-LPGA 1-2).

Wikipedia approaches the very same topic from an entirely different perspective, beginning with a simple definition of the LPGA and a practical present-day profile of its presence in America and abroad. Annual major championships are listed, as are the large corporate sponsors for the various events. Wikipedia offers the specifics of the 2007 LPGA Tour, including dates and locations. Tour awards from 1953 to 2006 are featured next to a visual of the flag representing the player's country of origin. Top money-winners, by year, are also included. It is probably fair to infer that Lorena Ochoa, whose earnings topped $2,592,872 for 2006, lives in a nicer house, with a bigger and cooler golf closet than did her predecessor, Babe Zaharias, who reaped a whopping $14,800 in 1950 (Wikipedia-LPGA 1-11).

Wikipedia, overall, provided the most useful account of the LPGA. The layout of the information was easy to read, follow and, most importantly, use. For instance, Wikipedia arranged its verbiage and data by topic, beginning with an introduction to the LPGA and following with headlines such as "Tournaments," "International Presence," "Other Tours Organized by the LPGA," "Playoffs," "2007 LPGA Tour," "LPGA Tour Awards," "Leading Money Winners by Year" and "Leading Career Money Winners" (who doesn't want to be Annika Sorenstam with career winnings of $20,304,562?)(Wikipedia-LPGA 9). Charts, where they were used, were simply designed and easy to use. It was easy to capture the essence, for example, of just how dominant the American presence was, over time, in women's professional golf by surveying the "Tour Awards" chart, because an American flag was posted next to each win. Likewise, it was just as easy to conclude that American dominance took a sharp turn in the opposite direction in 1996, when flags of Britain, Scotland, South Korea, Australia and other countries appeared suddenly and prominently. In this way, a picture really was worth a thousand words (Wikipedia-LPGA 5-6).

Britannica Online offered less content, less variety of information and less practical information than did Wikipedia. Its coverage, while coherently written, was not very useful in conveying the scope, growth or presence of American golfers within the LPGA or of the details about the LPGA today. While some of the top players' names were given mention, the presentation of their achievements was not compelling, nor was it useful for analyzing the American star power within the LPGA. By contrast, the Wikipedia charts effectively communicated this. To Britannica's credit, the genesis of the LPGA was discussed, beginning with a glimpse of women's golf in the 1920s, eventually growing into the Women's Professional Golf Association in 1944 – prior to the formation of the LPGA (Britannica Online-LPGA 1). Wikipedia makes absolutely no mention of this. However, even though Britannica includes this in their piece, they fail to delineate whether this was an American led or based effort or whether these roots began someplace else. (This might be considered an "omission" by the Nature reviewers.) Also, the biographical links that Britannica incorporates throughout the piece would have been more helpful if the researcher had been seeking more in-depth knowledge or history of the various golfers mentioned. In this case, that was not the objective.

The December 2005 "Nature" article by Jim Giles raises several points that are particularly relevant to the topic chosen for this paper. Because, as Giles says, Wikipedia can be edited without reliance on someone with an academic background, a topic such as the LPGA can easily be kept current, with things such as statistics, tour information and emerging players (Giles 2). The information sought is not highly technical or scientific.

Britannica bristles at "Nature" for "sloppiness and indifference to basic scholarly standards" in its review, but, for most "average Joes" trying to look up general information, it may not be of critical importance to be overly consumed with complete and flawless accuracy (Fatally Flawed 3). It would be reasonable to assume that, outside of highly academic or research work, most people accessing encyclopedic information are seeking a general understanding of the material, the essence of the subject matter. Is it important, for instance, to point out that, in Britannica's own rebuttal to Nature, they are technically, factually inaccurate when they assert that, "Wikipedia had a third more inaccuracies than Britannica" (Fatally Flawed 2)? (A full third would have been 41, when, in actuality there were only 39.) Likewise, in researching the LPGA, should there be a concern on the part of this writer that Wikipedia may have misrepresented Lorena Ochoa's winnings by one or two hundred dollars? Of course not. Ochoa can still afford her Mercedes Benz either way. That is the point. The researcher in this instance, still remains strongly motivated to pursue a professional golf career based on Wikipedia's effective overview of the LPGA and the prospect of success like Ochoa's. Now, if the research being completed was for a critical purpose (scientific or technical study, doctoral thesis, etc.) then shame on the researcher to ever rely on any one source or "expert" unconditionally. Britannica even admits that, "Everyone makes mistakes, even experts" (Fatally Flawed 5). Nature points out that the study they did was a blind one (Encyclopædia Britannica and Nature: A Response 2). It seems obvious that, in comparing the two online encyclopedias, Nature's goal was to provide a general comparison of the two sources. It would seem impossible to compare every detail on every subject and not reasonable to assume that the average user really wants an endless score sheet on each encyclopedia.

This research experience found both Britannica and Wikipedia to be reliable sources of information; however, Wikipedia was yards ahead (golf lingo there) in terms of its usefulness, presentation and thoroughness. Just as with those women golfers in the 1950s who had to groom and maintain the courses they played, Britannica and Wikipedia will need to groom and maintain their Internet encyclopedias until such time as some really brilliant mind—who has researched all that both entities have to offer (and a whole lot more)—creates a fountain of knowledge that is guaranteed to be without error or omission. That might be the ultimate dream of Jimmy Wales of Wikipedia. In the meantime, this writer will stick to dreaming about getting sponsored one day with those cute, pink golf hats and shorts with the Nike swooshes on them. It's the big picture that counts.

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Instructor: Matt Hill

"Friendship is rare, do you know what I'm sayin' to ya, friendship is rare. My derrière, when you find out much later that they don't really care, it's rare to me, can't you see?"

-Tenacious D

Anyone who has been on a road trip with any number of people knows how life changing they can be. After a week of eating, sleeping, driving, surrendering privacy, going through the full spectrum of human emotions, and sharing the most humble of human inadequacies and accommodations with someone, intense relationships, for good or ill, are formed. People you thought you had known for years turn out to be completely different. Secrets are exposed. In the best of circumstances, however, lifelong bonds are formed or reinforced. One such case is found in a travelogue created by five young people from Colorado chronicling their summer 2006 road trip to California. On the surface, this one-of-a-kind record appears to be a lighthearted and disorganized account of the group's trip. A more thorough perusal, however, suggests something much deeper and more personal. Underlying the jocular writing styles of the creators is a firm foundation of love and affection for one other. It is in this that we can begin to understand the purpose and function of the journal and the trip as a whole.

This unique travelogue is written over and bound by an Eyewitness Travel Guide of Southwest USA and Las Vegas. The cover is witness to much of what is contained in the mini-epic. The words, written in a black sharpie that has long since smudged, bears the remains of what was once the working title, *The West of the Continental Divide Tour of 2006,* later referred to simply as the WCD Tour '06. Accompanying this is a Polaroid taped haphazardly to the glossy cover of the guide book of two young women and a young man in bathing suits dancing under what appears to be a pier. This cover page tells us much about this mysterious book and allows us to draw some conclusions as to the creators and the following content. This cover displays the exuberance and freedom of the youth who are probably the creators as well as an underlying theme of sarcasm, especially in the overly-grandiose title. The Polaroid itself seems outdated in the context of the modern travel guide, and seems to imply a degree of adoration for the past, both its material and idealistic aspects. But who are these whimsical creators? Why do they carry with them these traits and values?

The creators are named in passing, starting with Kaseen as she tells her comrades and the reader of her time spent in Portland, Oregon. This monologue reveals a dry and self-conscious humor mixed in with the inane. Later, Kaseen is shown to be the young woman with the dreadlocks, a self-proclaimed and communally recognized "dread pirate" and "Cigarette Shawoman." The next name that appears is Felicia F, in the context of a general consensus that she is a nutcase in response to her quote, "A deer! My God, antlers I tell you!" (Bucholtz 12). Felicia is identified, mainly through the process of elimination as the dark-haired, native-complexioned young woman. She displays a tender nature and unashamed and unhidden love. This is especially apparent in her parting note to her friends as she heads back to Washington (Bucholtz 302-4). Sarah is identified immediately in a picture of the group playing cards in a hookah bar, her hand being visible to the omniscient photographer. Sarah appears in many of the Polaroids, particularly in the hotel room/rum voyages section (Bucholtz 204-11). Sarah, or "Detoy," is marked by her constant smile and fearless displays of absurdity. The case of Kellynn seems to be the only tragic episode of the trip. She describes her experience of jumping from some height in Arches National Park in Moab and fracturing her tibia. Despite this, or because of this, she displays an amazing amount of courage, continuing on the journey on crutches, receiving much support from her friends (Bucholtz 142-4). Dan, the only male on the WCD Tour, is often referred to as "Dansan the Fiddle Man." He does not write much in the book, perhaps preferring to be an observer of the ridiculousness of his four female comrades. He is shown in many pictures, however, contributing to the madness, dressing himself in seaweed at the beach and soliciting sex in Vegas along with the girls (Bucholtz 71, 107).

The relationships between these five are probably the closest one can get to a plot with this journal. It is reasonable then that some of the main themes found in the guide are those of friendship and love. The guidebook is arranged in such a non-sequential and personal way that the uninvolved reader discovers everything side by side; the identity of the individuals is mixed in with the relationships they have with the others. Often individuals can be confused and unclear due to the multitude of unspecified first person accounts that make up the text. Because of this, it is easier to think of the creator as one person, or perhaps better, to think of the group's mutual friendship as one entity. The pictures and text reveal a multitude of shared values and emotions. Nearly every picture, even that of Kellynn exiting the Moab hospital, is graced with smiles, laughter and platonic connection. One particular picture of Kellynn and Felicia bears the caption "Friendship is rare," in reference to the Tenacious D song entitled "Friendship" (Tenacious D, Bucholtz, 118). This is an implicit indication of the group's value of friendship as well as a shared taste in music. There are many examples of the strength of this friendship. Following the initial disappointment of Kellynn's accident, she receives an outpouring of support and adoration from her friends. Kaseen writes about treating her like a "Goddess" as she helps Kellynn clean herself, something she refers to as "bathing my hippie." Someone even tries to make light of the situation on the following pages by squaring a picture of an ATV driver and claiming it is a Polaroid of how Kellynn really fractured her tibia (Bucholtz 146-9). In Kellynn's biography, Felicia shows the pro's of her injury; it has taught her to accept the love and help of her companions, something her fierce independence rarely allowed (Bucholtz 187). It is this good-natured optimism that characterizes the group's outlook on life and caring attitude for each other.

Perhaps the most interesting aspect of this work, and the bulk of its text, is the series of contrived biographies of the members of the group. Judging from previous inscriptions, these appear to be written by everyone, one person writing someone else's version of their history. A quick perusal of these shows a blatant use of elaboration. Such embellishments see Sarah as a time traveler by the use of hallucinogens, Kellynn born a fairy prince of another dimension, Dan challenging the devil to the age-old battle of the fiddle, Kaseen becoming a pirate for the duration of seven years, and Felicia, a six year old spy, being captured and sold into slavery to a Scandinavian circus (Bucholtz 100, 184, 286, 163, and 174, respectively). Though the biographies all share this silliness, they also have in common the stories of how each came to be acquainted with the group. It is in these slightly more serious sections that the issues of friendship and love are emphasized. Sarah writes of Dan that as he has begun to "hang with The Crew," he has been introduced to a variety of drugs and different things, but "above all, <u>Love</u>" (Bucholtz 292). Felicia tells of how after Kellynn's "summer of secrets," she was united with a group of "likeminded companions" who helped her grow into herself and to better understand her place in the world, both human and faerie (Bucholtz 186-7). Kellynn's account of Kaseen's personal traits is a list of adoring compliments including her unsurpassed beauty, wisdom, forgiveness, and defense of her friends in times of need (Bucholtz 167). The bond between these five is obviously an important part of each of their lives.

The question still remains as to the purpose of this travel guide. Why was it written? Who was it for? Judging from the large amount of unexplained and implicit information regarding timeline, speaker, jokes, jargon, etc, it would seem as if it were composed primarily for the use of the travelers themselves to remember the trip, or perhaps for a group of other friends which Kaseen refers to as "the Casbah Kids" in Sarah's biography. Outside of the group, however, there is little to glean from this work besides the intense bond these people share. In this way, the travelogue serves as a physical and memorial symbol of the intimacies that these friends have lone access to.

To some extent, there is an underlying link in the text to the values and habits of the beat generation. Besides the ideals of love and friendship which are heavily emphasized, there is also a great deal of adoration of the past. The use of Polaroids to create a visual record of the journey seems like an act of archaistic defiance to modern advances in picture quality. The drab colors in these pictures are reminiscent of *Almost Famous'* Penny Lane, who in the movie, takes Polaroids of the band Stillwater on their seventies tour. Sarah appears in one of these photographs with her aunt and sister dressed in fifties garb obtained for twenty dollars at a thrift store. There are even a few scattered allusions to beat literature. In Sarah's biography, Kaseen writes "were [her friends] scared and loathesome [sic] in the city of bright lights and turmoil," in reference to Hunter S. Thompson's early seventies novel, *Fear and Loathing in Las Vegas* (Bucholtz 96). The style of writing in general is reminiscent of the spontaneity of Jack Kerouac, whose famous novel, *On the Road*, was written in the space of a few weeks in a blunt, real style that maintains the feeling of restlessness that defined the beat generation.

Going along with the group's emanation of beat qualities, there is an overall feeling of defiance from the travelers. The very act of writing and taping pictures over the text of a published work implies a kind of disregard for what the original guide has to say. In doing this, the group personalizes the book for their own trip by putting their faces in the context of the Southwest and highlighting what they feel is important. They accomplish this not only by covering up the cliché site-seeing destinations, but also by incorporating certain things from the original guidebook into their thoughts, twisting the initial meaning that Eyewitness intended. In Sarah's biography, Kaseen works a picture of "Vegas Vic" into the story. Keseen refers to him as "Red," a man who was supposed to receive a package of mushrooms from Sarah (Bucholtz 98). Other examples of this emphasis on personal values occur in the text of the original guide itself. In the historical background section of the southwest, Eyewitness details the structure and function of traditional adobe housing. The travelers choose to stress the use of the term "water pipe" in reference to a type of smoking device by truncating the text with a purple pen (Bucholtz 22). In the same vein, the title of the Survival Guide section is attributed by the group to a marijuana leaf deftly taped to the book. In these two acts of rejection of societal values, we find another pattern in the journey of these five youths: drug use.

As with their beat predecessors, drugs are not only a large part of the trip, but a trip in and of themselves. There are multiple references to marijuana use in Las Vegas, San Diego, and at the collective home of Colorado. Sarah's biography is based around a mushroom-induced time travel trip, ending only when she takes some LSD-soaked sugarcubes. The entire hotel room episode is ruled over by the influence of rum, which is the probable cause of the traveler's absurdity and mirth. Drugs may indeed serve a higher purpose in the structure of the group, serving to bring them together. In Dan's biography, we learn that he had not experienced the effects of drugs before he joined "the Crew." It may seem an irresponsible and counter-productive way to meet people, but because of all he has done, he is surely loved by the group, which Sarah says, "would not be the same without this amazing individual, his ability to entertain, party, and his wonderful heart" (Bucholtz 292-3). Even in analyzing these youths' drug habits one cannot help but return to their abounding love and tight friendship.

Though what this travelogue offers is a very limited perspective of these young travelers, one can be sure of one thing: the bond strengthened by this trip will not quickly die away. Amid the fantastical pages of this work is everything that suggests an ever-growing circle of love. Perhaps it is because these characters share so much in common that they allow themselves to be so open with each other, and consequently with the unfamiliar reader. What is revealed is a trip full of freedom, defiance, drugs, but most importantly, unconditional acceptance and affection. The former may be common in this generation, but friendship truly is rare.

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Instructor: Alba Newmann

In "Mothers and Daughters 'Do,' Fathers 'Don't Do' Family: Gender and Generational Bonds," Suzanne Bianchi discusses how the roles of family members vary across gender lines and generational lines. She notes that despite the changing definitions of what a family can be, bonds between mothers and their children are consistently stronger than bonds between fathers and children. This gender difference also crosses the generation line, as the maternal grandmothers usually have a better relationship with their grandchildren than do the paternal grandmothers. Bianchi also talks about the increased role that grandparents play in families: when a family is in crisis, grandparents can be very important in raising the children, and in single-mother families, the single mother relies upon her own mother to help raise her children. The article ends by suggesting that these issues should be researched further to understand why these patterns occur and to understand families better.

This article was published in November of 2006, in *The Journal of Marriage and Family*, which is described on its website[1] as a research journal that promotes discussion about topics relating to family and marriage. The journal itself is published by the National Council on Family Relations (the NCFR), which declares on its website that the organization is the "oldest multi-disciplinary non-partisan professional organization focused solely on family research, practice and education."[2] This lays out the organization's goals and area of interest, and its aim to remain non-partisan, with no religious or political affiliation. *The Journal*, published by this organization, would reflect these values as well, and having been in print over 60 years[1], it is most likely a credible and reputable source.

The NCFR's website also states that it is "…an educational forum for family researchers, educators, and practitioners…"[3]. It is therefore most likely that the audience is limited to those of a scholarly nature, such as researchers, professors, or students, and those who engage in practical application of such knowledge, such as therapists or family counselors. This does encompass more than one group of people, but all of these potential readers would have an interest in the subject matter and are probably well educated; it is not meant for mass consumption on the same level as a newspaper. *The Journal* and the articles within reflect that it will be read by a certain group of people.

In the article, Bianchi uses language in a scholarly and objective manner, while at the same time having a tone of familiarity, because she is addressing a somewhat specific audience. She keeps the tone familiar by putting herself in the article; she uses first person pronouns "I" and "we," and makes it known when she interjects her own opinion with phrases like "my suspicion…" (814) and "I find….provocative…" (812). In addition, she uses certain terms without clarifying their meaning in the context of the article. When using the term "literature," one can assume she means "published research," being that after one such instance of the word on page 813, she goes on to cite other articles and studies related to the point she is making. She also uses scholarly terminology without giving the meaning of the words or terms. Words such as "gerontology" (813) and "social constructionist" (812) are not likely to be understood by someone outside of a specific field of study. Bianchi assumes the reader understands what she is saying, because it is most likely that the article is being read by someone in *The Journal*'s intended audience—someone who will understand without an explanation.

The Journal is published so that it can feature research and discussion relating to family and family relationships, and Bianchi's article was included because it fit those criteria. Bianchi's purpose in writing this piece was to introduce a new set of ideas based off of previous works in related fields, and she ends her article with a section titled “Where Do We Go From Here?” It details her hopes that the questions she has raised will receive more attention. She is suggesting a course of action, and writing so that someone who is reading will advance the study of the issues she has discussed. However, she is not writing to convince the reader that her ideas are concrete fact. Because the reader is part of a specialized group, she doesn’t need to convince them. She presents her views and backs them up with previous research that is generally agreed to be valid, which is all her reader needs. Her overall aim is to raise questions that she believes should be researched further, and because the intended audience is a select group of scholars and professionals, this article could be useful to someone who is, for example, a researcher, and this is the overall goal of *The Journal*.

Because Bianchi’s overall goal is to bring awareness to questions she believes ought to be researched in the years to come, her article is rhetorically effective in the purpose for which it was written, though the article itself has flaws. The article doesn’t seem to have a central argument relating to the theme of genders and generations; Bianchi presents several different articles that reinforce her main ideas about these two familial issues: mothers and daughters have a strong bond, fathers have a weaker connection to children than do mothers, et cetera. Most of the information she cites doesn’t stray far from these principles. Even when she does include a few paragraphs in which she analyzes her ideas, such as a discussion of the shortcomings of some of the research she cites (815), the article doesn’t lead towards any larger point Bianchi is trying to make about gender and generations.

But given the context of this article, it is still rhetorically effective even if it isn’t concise enough and lacks a solid argument. It is exactly the subject matter that *The Journal of Marriage and Family* seeks to publish: it is a research-based discussion of family and family relationships, and brings up new correlations while urging further exploration. The article also reaches out to *The Journal*’s intended audience of scholars and professionals by using language that the intended reader can understand, not needing an explanation, and by discussing subject matter that the reader would be looking for in *The Journal*. In these respects, Bianchi accomplished what she set out to do, and her article is effective.

[1] http://www.blackwellpublishing.com/journal.asp?ref=0022-2445&site=1
[2] http://www.ncfr.org/about/index.asp
[3] http://www.ncfr.org/index.asp

Instructor: Geoff Stacks

In the movie *Blazing Saddles*, the author and director Mel Brooks took a chance and made the ultimate spoof of a Western. He took previous subjects of taboo—race, language, sex, religion—and not only mentions them once through out the movie, but builds upon them to increase the level of emphasis. By injecting the "real story" of the west into a clichéd western that was portrayed widely through the cinema, this film through role reversals and satire exposes the inherent falsehood of the Wild West.

This movie takes place in the American Old West of 1874 with the opening scene of men, with various colors of skin, working on the railroad for a local developer. Construction on this new railroad runs into quicksand, and the route has to be changed, which requires the railroad to go through the town of Rock Ridge. The conniving State Attorney General Hedley Lamarr wants to drive the townspeople out of Rock Ridge to be able to build the railroad at a cheap rate. He decides that the best way to clear out the town is to flood it with robbers, rapists, and murderers; and because of this the townspeople send for a new sheriff. The Attorney General convinces his dim-witted boss to select Bart, one of the African American railroad workers, as the new sheriff. Because Bart is black, Lamarr believes that this will so offend the little frontier town's "white, God-fearing" folk that they will either abandon the town or hang the new sheriff.

Through the shared heritage of American immigration, minorities alike through out the film are portrayed as an equally oppressed people. In the beginning scene, a variety of oppressed cultures are seen working to together on the railroad in harmony despite their obvious differences. This scene of harmony despite oppression can be compared to the later scenes of the townspeople being forced to unite with each other, due to at first, the threat of a black sheriff. Because the color of his skin, Bart does face horrible racism when he first arrives as the Sherriff of Rock Ridge, but little by little he begins to gain the support of the people. Bart begins to inspire the townspeople to fight for Rock Ridge, compelling them to unite with the railroad workers, ultimately together defeating the "bad guy" and saving the town. This correlation between scenes not only shows the cliché of good conquering evil, but also pokes fun at humanity without losing sight of the meaning of true friendship and camaraderie. Seeing that it is going to take more than just a new sheriff in town to solve a town-wide problem, the white town folk unite with the "colored" railroad workers. This puts emphasis on the treatment of mankind. By portraying how people are treated when they are needed versus when they are just being used and put to work, a whole new meaning to the worth of mankind is depicted.

Although the film *Blazing Saddles* has many themes throughout, one of the main plots portrayed is the twisting of every typical know role in Wild West genre. This film is an unsubtle and politically incorrect parody of all the clichés from the time-honored genre of westerns, similar to the comic attitude of other Marx Brothers films. This crude, racist, and sexist film with toilet humor and foul language includes the main elements of any western—a dance-hall girl, a gunslinger, a sheriff, a town full of pure folk. Ironically, though, all of these the roles get switched twisted around, resulting in a film that portrays a black sheriff, a racist town, and a sex-obsessed governor.

In addition to spoofing the western genre, the movie *Blazing Saddles* portrays the distorted history of a whitewashed America through satire. For example, the infamous railroad bandits in this movie are actually corrupt members of the American government who exploit ethnic minorities and victimize their own citizens for profit. Though the citizens of Rock Ridge appear helpless to resist the white outlaws, when confronted by a black man, the entire town suddenly becomes armed. This shows the true side in this case of the not so innocent town folk, and it is not just the government that is corrupt.

By portraying the controversial issues in this film through humor, it emphasizes the intrinsic from the cliché. This film has a deserved reputation for breaking the societal norms of taboo with its comedic depiction of everything from racial tension to bodily functions through the satirical portrayal of how life might have been in the west. By rethinking the history of the American west, this film emphasizes the natural politically incorrect attitude of mankind which highlights the inherent falsehood of the western genre.

Instructor: John Tiedemann

I really can't exhibit it. I have put too much of myself into it.

—Basil Hallward from *The Picture of Dorian Gray*

Of all the things that art is, it is, on a personal level, a way in which we express and understand ourselves. For some, it goes much deeper than this. Some artists have been known to put their souls into their works to such an extent that they could not be complete without it. Paul Bowles is one of these. From his tortured, confusing life has risen a series of dark, existential novels. In her analysis of Bowles' work, "Release from Torment: The Fragmented Double in Bowles' *Let It Come Down*," Mitzi Hamovitch strives to track the methods he uses to convey the turmoil of his soul, and to what extent he uses his work as a coping mechanism. Though specific to his novel *Let It Come Down*, Hamovitch's analysis can be applied to many of Bowles' novels, including his most well-known, *The Sheltering Sky*.

Hamovitch begins her analysis by characterizing Bowles' work as a whole. She addresses the landscape which Bowles often uses in his work, namely Morocco, where the author himself spent a great deal of his life. Hamovitch says that Bowles uses this "alien territory" as the perfect setting for his recurring themes of alienation, loneliness and anxiety. She mentions perhaps the most distinguishing aspect of Bowles' writing: the horrible fates which he mercilessly assigns to his main characters, involving disfigurement, torture, insanity, and ultimately death (Hamovitch 440). It is on this point of Bowles' work that Hamovitch focuses her efforts in this essay. Using his novel *Let It Come Down*, Hamovitch tries to single out the motive or motives that Bowles has for wreaking such destruction on his protagonists and how he conveys this motive through his writing.

Hamovitch's introduction seems to so far embody the motifs that compose *The Sheltering Sky* and the purpose of Bowles in writing it. This novel too is set in North Africa with a band of inexperienced Americans setting out to travel the harsh and unfamiliar landscape. As if this weren't enough to forebode disaster, the three companions all conceal secret motives and ambitions and loathing and love for each other, which makes their relationships complex and tragic at times. Alienated from each other in this way, they continually grow apart. Port Moresby, the main character who has always been an introverted and independent person, is hit hard by this distance from his friend and wife and becomes deathly ill. From the unforgiving land and partially through his own insistence on independence, he misses the help that he sorely needs, and falls swiftly into insanity and a slow, diseased death. It would seem from this end that Bowles is trying to tell us to foster healthy communication between those we care for, both for their wellbeing and our own. It is through communication that we become closer and learn more about each other, that we become one. It is in the lack of communication that we fall apart, become divided.

Delving further into Hamovitch's analysis of *Let It Come Down*, one finds a connected, slightly different conclusion concerning Bowles' purpose in writing. She addresses the concept of the "double" as a literary technique. She quotes Robert Rogers, who in his book, *The Double in Literature*, defines this phenomenon as "some sort of antithetical self- usually a guardian angel or tempting devil" (Hamovitch 442). This alter-ego of sorts shows up in such works as Wilde's *The Picture of Dorian Gray* and Poe's *William Wilson*. Rogers says that these doubles are often used by authors as a way to satiate some inner turmoil or to live vicariously to some extent through their characters. These episodes almost always lead to disaster, normally with one of the personalities (or both) being destroyed.

Hamovitch expresses her belief that Bowles is one such writer for whom the double provides a psychological release. She uses the example from *Let It Come Down* of Nelson Dyar, who travels to Morocco to transform himself through his own choices and the abandonment of societal norms from a victim to a ruler of his own destiny. Morocco instead serves to drain him and lead him into a dark world of uncertainty and drugs. Early on in the novel in Tangier, Dyar meets Thami, a Moroccan Moslem, who has successfully shoved away from society by choosing to live with his loose wife and child in a squalid area with a majority of slaves and laborers. As the two lives intertwine into a friendship, the double is made between the secretly violent and lusty Dyar, and Thami, who suffers the effect of these subdued feelings, ultimately with his demise at the hand of Dyar. The reasons for this rash and unthinkable act, Hamovitch says, are found in Dyar's need to feel alive, to see the effect of his actions in the world. After viewing a sadistic Arab in a trance, Dyar feels liberated. Partially through the growing paranoia that comes from smoking kif and eating a kind of cannabis jam, he finally rises to the role of the doer and murders Thami, who he perceives as a pursuer and a threat. It is only then that Dyar feels truly alive and can identify his place in the world, his connection to mankind (Hamovitch 442-4).

The struggle between Dyar and Thami comes from Bowles, Hamovitch says. She delves into Bowles disturbing childhood and life. Bowles' father disapproved of his art and took to beating young Paul for things he did not understand. Bowles' mother's abuses were more psychological. She delighted in terrifying her son, by pretending she had disappeared and reading him frightening stories. The effects of this troubled childhood show up later in his life. When he was in school, Bowles decided to change his life in one of two drastic ways: to move abroad or to commit suicide. On a coin toss, he chose the latter and began his life of escape. Before moving to Morocco, Bowles married Jane Auer. This relationship ended in both declaring themselves homosexual (Hamovitch 444-5).

Bowles forms a similar double relationship in *The Sheltering Sky* between his two main characters, Kit and Port Moresby. The married couples are so different from each other that communication and love hardly seem possible. They never sleep in the same bed and talk between them always carries with it an undertone of hatred and exasperation. Port is extremely solitary, often going off by himself to collect his thoughts or to merely escape from Kit and Tunner, their third companion, even subjecting himself to the painful travel with the annoying Lyles instead of taking the train. His inner thoughts on the subject of life often wander around the existential. For example, on the trip with the Lyles, he has the epiphany that to deny the purpose of existence is to emancipate oneself from fussing over relative values (Bowles 68). Kit, on the other hand, lives in a world ruled by suspicion and paranoia, placing almost too much value in arbitrary things, interpreting occurrences and objects in the guise of good or evil omens. These omens affect the quality and course of her entire day. Indeed, most of her decisions are based on them (Bowles 38). Paralleling Port's journey with the Lyles, Kit's train ride with Tunner is full of conflicting signs. She has a sure feeling that the train will crash, but then places all of her trust in the "magic object" of the champagne bottles which Tunner provides to save them from tragedy (Bowles 72).

These two personalities are constantly at odds with each other, each trying to make the other see the world in their way. Kit sees it during their bike ride: "It made her realize that in spite of their so often having the same reactions, the same feelings, they never would reach the same conclusions, because their respective aims in life were almost diametrically opposed" (Bowles 92). In the end, it is inevitable, as Hamovitch says, that one of these personalities must be destroyed. While Kit does not exactly kill Port, she does not exactly help by following him deeper into the "wilderness" of Morocco and into Port's evasion of Tunner and own self-destruction. After her husband's death, Kit, like Dyar, feels a new sense of liberation. Almost immediately following his death, Kit packs up and leaves, not reporting the news to anyone. Her actions are fluid and she seems to be acting without thinking. Once in the garden just outside the town, she strips naked and suddenly feels free: “She felt a strange intensity being born within her…Life was suddenly there, she was in it, not looking through the window at it.” As was the case with Dyar, the experience of death allows Kit to finally feel alive and see that she is capable of anything. Moving forward by mere instinct, she is passively ensnared into a group of Arabs and is lost forever in her new world.

But why was it that Port and not Kit had to die? As much of the text and Hamovitch suggest, Port was a close representation of Bowles’ parents. In chapter seventeen, a startling parallel is drawn between Port and Bowles’ mother. In his pursuit of the blind girl from the communal house, he imagines some cruel games he could play with the girl to show his dominance over her. He contemplates with a smile that he could pretend to have disappeared in order to make her grateful for him (Bowles 132). This self-pitying lust for control is also very characteristic of Bowles’ father. By destroying Port, Bowles destroys, or at least nurses his own feelings of hatred toward his parents. Similarly, we find that the character of Kit is very connected to Bowles’ own feelings. The disjointed relationship between Kit and Port can be directly related to Bowles’ marital relationship with Jane Auer. Kit sleeps with Tunner not so much as an act of love (indeed, she secretly abhors the man), but rather as an act of defiance, of freedom from Port. There is also an interesting implication of homosexuality in Kit’s experience with Belqassim. He dresses her as a man so as not to arouse the jealousy of his other wives. This however serves to cause the opposite reaction of interest in his wives, who are intrigued by the thought of their husband sleeping with another man. The sexual freedom and acceptance that this culture exercised must have strongly appealed to Bowles to merit such emphasis in the last part of his novel (Bowles 271-2).

It is through his characters, their actions, their thoughts and their relationships with one another, that Paul Bowles reveals to his reader the distress in his own soul. As Hamovitch writes, he then manipulates and destroys these characters as a way of dealing with the issues they represent. The methods Bowles uses to do this are varied and artistic, from employing the use of doubling in much of his work to creating direct shadows of himself and others in his life. His novels *Let It Come Down* and *The Sheltering Sky* both comply with this pattern of writing and so serve a kind of autobiographical purpose for Bowles to vent his parental, marital and sexual frustration.

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Instructor: Alba Newmann

The Reason Golf is Amazing!!

POWERED BY: Tyler Johnson

- Club House
- Quotes about Golf
- Golf Facts
- Courses you can Play
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Club House

This website has some funny quotes about the game, interesting facts, amazing courses, and fun weapons to use in battle against the course. Golf is the best game in the whole world. It is by far the hardest game to play for three reasons:

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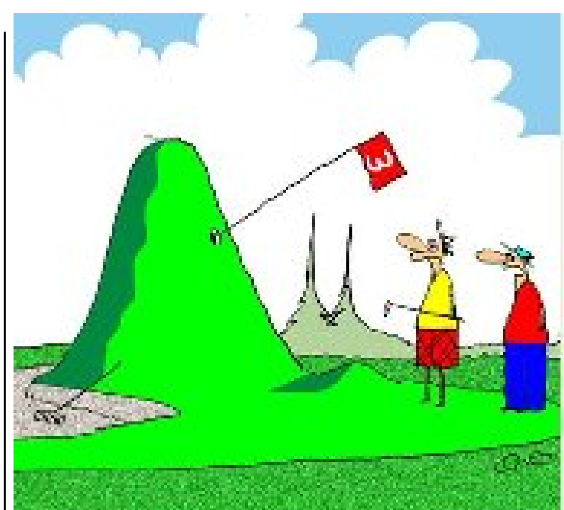
Go to your yellow book and look up all of the courses that are in your area. Most provide clubs for rental and have a driving range with putting and chipping greens for practicing. Go on, Do it.



"I hear this is one of the tougher greens to putt on."

Live and Learn

Reflections on moments of personal and intellectual growth

In 1820, a French inventor named Nicephore Niepce, on a pewter plate covered in petroleum, created the earliest ancestor of the modern photograph. Whether or nor Niepce fully understood the significance of his creation is unknown; but it cannot be denied that photographs have had an enormous impact on culture worldwide. With the progression of the technology of photographs, it became possible for the first time in history for the common family, unable to afford a painted portrait, to preserve their image in still-life for generations. Today, people worldwide have not only become proficient at collecting such images, but also in selectively choosing them to highlight the good parts of life and conceal the bad.

My own family is no exception to this trend. Every year at Christmas, my family gathers and takes a picture together. In this holiday photograph, we're all smiling, dressed up in a casual-yet-classy manner, close together and looking like, as one of my friends once said to me, "a perfect movie family." Unfortunately, this practice will present a rather deceitful, idealized image of our family to later generations looking through the old albums. Imagine, many, many years from now, a wistful parent or grandparent will lead a young, starry-eyed child up to the attic and produce an aged, dust-covered tome. They will sit the child on their knee, open up the old photo album and show off all of my family's happy pictures, sharing stories about the glories of our pasts (as my family is wont to do) and telling Junior how good things were back in the old days. But are we unconsciously trying to polish our reputation for our descendents, or are we trying to change the way we, ourselves, look at our own family?

There is no question that an overwhelming majority of people take pictures of happy things so that later on, they will be able to view them and conjure happy memories. It's a perfectly valid practice, in fact. Who would want to take pictures of a failed report card, a history of alcoholism, or a painful divorce? Anyone who *did* would likely be considered a little crazy. In my own family, for instance, we have the Christmas pictures, everyone smiling and sitting close together. Outside of this "Kodak moment," however, the four of us are rarely anywhere at the same time. We do not eat together, we rarely go on trips anywhere together, and a subtle but present feeling of isolation permeates the household. Obviously, we don't take pictures of this. Yet, without any self-righteousness and without assigning blame to anyone, the exclusion of such important events, however unflattering, leaves out enormous pieces of critical information to anyone who relies on photographs to judge a person's character after they are gone. I saw a movie a few years back, low-budget but very interesting, called *Final Cut*. The premise of this film was that a technology had developed where upon birth, people could be implanted with an audio and video recording device. Upon their death, a "cutter" would take that implant, sift through all important events in the person's life, edit out all the bad parts, and make a video eulogy highlighting all the noble, gracious things in the deceased's life, no matter how wicked or abusive that person had been in life. With this in mind, it makes one wonder whether Connie May Fowler is right: Is oral tradition the best method to preserve an honest, illustrative legacy?

My family has a number of stories about our heritage; my grandmother, in particular, loves to tell them. Stories of ancestors jumping off ships and swimming ashore to make it to America, memorizing the contents of entire history books, keeping extraordinarily strange collections of pets, and so on. These stories, however repetitive they may become when told over and over again, provide me with a colorful portrait of the subject's character—details that could not be expressed through photography. What would a picture have been able to show me about these people, my bloodline? What they looked like? In the end, I don't think a person's physical appearance really matters when the goal is to keep their memory alive; because a photograph without contextual information to go along with it will lose all meaning over time, becoming nothing but a dusty visage of someone gone long ago, whose character is open to interpretation by the viewer based on what they see around the person in the photographs.

My family also has a collection of pictures of relatives and great-grandfathers without any stories to go along with them. I have viewed the pictures and know what these people look like, I know by the surrounding faces in the photograph with them that they have a nice wife, or two daughters, or a nice group of similarly-dressed friends. What I don't know, however, is that person's character. Were they a good Samaritan of saint-like proportions? Were they a violent, alcoholic child abuser? Were they a misunderstood intellectual stuck in a class that denied them the use of their mental abilities? I don't know the answers to any of these questions—and when my grandparents are gone, the legacy of the people in these photographs will be truly forgotten, and they will become nothing more than an ageless face from a time long ago, that you might be able to look at and see some family resemblance.

In her essay, Fowler writes, "…as long as we can find the time to sit on our porches or in front of our word processors and continue the tradition of handing down stories, I believe we will flourish…" (106). Storytelling is as human a characteristic as walking upright. From the time when a primitive shaman instilled the fear of God in his peers by telling the harrowing tale of a nearby cave painting, to the time when the blind poet Homer wandered the land telling stories of heroes long since dead, to the time when Orson Welles caused mass panic by relating the tale of an alien invasion over the radio waves, storytelling has served as our most basic and most powerful means of communication. After all, many animals can look at a photograph; but mankind alone can make use of language and all its power, and it would be wasteful not to make use of that advantage to the fullest extent.

The significance of family photographs, it appears, lies in what purpose they are used for. In the short term, the pictures can provide happiness and good memories. In the long term, however, standing alone, photographs will become next to meaningless. For myself, I hope that someday, that father or grandfather in the attic with their wide-eyed kid will present that family Christmas photo, and then begin telling stories of the exploits of each member of our family, flaws included. Because I would much rather be remembered, and be remembered honestly, than left sitting in an album somewhere to rot into just another faceless ancestor, little more than a chiseled name on an antiquated, crumbling tombstone.

Instructor: Kamila Kinyon

On September 6, 1990, just two years before the FDA banned silicone breast implants, a single working mother named Susan Pope Helman says she made the worst decision of her life. Her plastic surgeon convinced her that silicone breast implants were safe, so Susan went ahead and made the decision to have them put in.

For almost two years, Susan Pope Helman dealt with headaches, hair loss and dizziness before doctors realized her implants had exploded, releasing the cancer-causing silicone into her body. In 1992, Susan had her breasts implants removed, stating that her numerous problems were a result of the silicone. She states the biggest disappointments she dealt with were "the breast pain, the silicone throughout [her] entire body, [and] the devastation of losing [her] breasts because of silicone leakage" (Helman).

After reading Helman's story, I realized that her account of what happened didn't affect me most, what affected me most was her last point: the fact that she was devastated over losing her breast. When I considered this point, I thought: wouldn't someone who is faced with the idea of losing their life to cancer be more concerned about their life than their breast? If I was diagnosed with breast cancer, I would rather have my breasts simply taken out rather than risk losing my life. However, Helman stated in her article that she was "devastated" and didn't want to give up her breast, and when I look back on the events of last year when my aunt had breast cancer, I realize that I have viewed first-hand this phenomenon that self body image and the pressure of appearance in society can change a person's entire demeanor.

My aunt, Micky, has always been a vivacious, outgoing woman whose smile and laughter lit up any room she walked into. She was always telling jokes and in a good mood; however, she stood out in a room not only for her outgoing personality and sense of humor, but also for her exotic looks. Being of mixed race: German and African American, she had beautiful dark brown skin and blue eyes. Her hourglass figure was flawless and her long, dark curly hair cascaded down her back, each curl meticulously placed and perfectly coiled. My aunt was a loving and wonderful mother of three young children and as president of a real estate company, called Nations Title Agency, she was also strong and determined. The "perfect package" and everything a successful woman would dream to be; it was of no surprise that she was shocked and devastated to learn that she would possibly lose it all.

When Micky was diagnosed with breast cancer just last year, her life shattered; and to add onto the stress she was already facing, her job laid her off. However, through all of the disappointment and pain that the whole ordeal caused her, she admitted the greatest disappointment was the fact that she had to lose her breast. Now I can understand how overwhelming and horrible the idea of having cancer must be, but I was surprised at how quickly such an intelligent and emotionally strong woman could fall apart over the idea of losing a breast even though it meant saving her life and ensuring that she would be around to see her children grow up.

The doctors told my aunt that she had a rare condition: the cancer in her breast was enclosed in tiny capsules only the size of the head of a pin, very difficult to detect and diagnose, and they were only present in one of her breasts. They told her it would be safer and they would feel more assured if she would agree to have both breasts removed because of the likelihood that the cancer would come back in the other one.

Now after hearing what the doctors told my aunt, the answer to me was clear. Since taking out the one affected breast would maybe only be a temporary solution and there was a sixty percent chance that the cancer would come back and take over the other one, I believed my aunt should have taken the doctors' advice and removed both. Then she would never have the anxiety of getting breast cancer again and could easily replace the breasts she lost through reconstructive surgery. However, this wasn't the solution Micky wanted to give into, and she pleaded with the doctor's to find another alternative.

After two weeks, the doctors still hadn't changed their mind. They told her that of course she had the option of keeping the unaffected breast since it wasn't an immediate threat, but that it would be a huge risk in the future. So my aunt had to make her decision. After much deliberation and procrastination, she decided she would only take out the breast that was completely diseased and then have reconstructive surgery immediately after.

After being in surgery for almost fourteen hours, the surgeons removed muscle from my aunt's back and placed it into her chest; our family felt the surgeons did a wonderful job. However, this was only the beginning of an extensive and painful recovery for my aunt. She felt as though she had lost a part of her body that defined her femininity, and for the first few days in the hospital she cried uncontrollably.

Our family had hopes that my aunt would regain her self-esteem after her reconstructive surgery, but we soon realized that this further increased her self-consciousness. She became extremely critical of the appearance of her new breast and removing her shirt in front of a man was not something she had the courage to do. She felt like she was unworthy of being looked at as a whole woman. For my aunt, having fake breasts took away a sense of womanhood she possessed. She lost her sense of worth, the authority that comes with being a "real" woman and having naturally beautiful features. Although I felt that her new breasts were as close to perfect as they could be, she felt strongly that they were not a part of her natural womanhood.

Looking over the events of what happened to my aunt, I feel I saw first-hand how quickly someone can crumple under the idea of losing their perception of the perfect body; but with so much emphasis placed on appearance and sexuality in our society, it is no wonder my aunt was worried about losing her breasts. Today, physical attractiveness and the ability to attract a companion are highly valued, so while everyone who meets my aunt views her as a successful and well put together woman despite what happened to her, my aunt continues to criticize her appearance. Her surgery only increased the awareness she possesses over body image. Since she still has the traditional view that natural beauty is what matters most, receiving implants took away her ideal of what defines attractiveness.

It still baffles me how a strong, self-assured, vibrant and intelligent woman like my aunt can place so much emphasis on body image. I am happy to report that her cancer is now under control and our family thanks God that she is in good health; however, my aunt has finally come to admit that she sometimes regrets not having the other breast removed. She says that she worries every day about the possibility that the cancer will return and is terrified that one day, when she is going in for another one of her routine breast cancer checks, the doctors will give her the devastating news that her other breast is infected. While she is horrified of the idea that her cancer will return, she still mourns the loss of her old breast and the irony of the whole situation confuses me. I can't understand how she can say she regrets her decision, yet still complain over the loss over her first breast. This concept only further adds to my intrigue of how breast cancer can affect a woman's view of her body. Although the answer to this phenomenon is unclear, one thing remains certain, at least for my aunt: the result of the whole ordeal forever changed her self-body image. I come to realize that the moral of this story is that, to some of us, body image is more important than our health.

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Instructor: Katie Ahearn

It seemed like any other day in eleventh grade: the doorbell rang, and most of the students came in late for German class. My teacher, a person of benevolent soul, waited until everybody had arrived and started to introduce us to our next task of the semester. "For the next two weeks," she said, "we will deal with an interpretation of a famous piece of literature. Here is a list of books: please choose one each and write your name next to the book title." I did not know a lot about any of the available pieces, so I made a random choice: *Angela's Ashes* written by Frank McCourt.

When I picked the book up at the library after class, I was shocked: It was over 500 pages long! "Man, I don't wanna read 500 pages for this assignment!" I said to myself, sighed, and left disappointed. When I returned home, I packed my travel bags because I was going to a tennis tournament in Prague the next day. I could not know back then that this trip would incorporate my most important encounter with writing of my life, my literacy event.

At this point, it seems reasonable to me to clarify certain things to enhance your understanding of my story: Reading and writing had never fascinated me up to this point. Not because I was not capable – I regularly produced decent essays for required writing assignments in school – but because other activities had a higher priority in my leisure time. Books did not capture me in their stories, situations, articles, or ideas never called on me to write passionate responses to them. My passion rested elsewhere: in sports! I either played tennis or watched sport broadcasts on TV as soon as I had finished homework. In fact, my habits of spending free time have not changed even after my "Irish adventure trip to the Czech Republic," but my appreciation for good books and literature has.

"How and why?" you might ask. Listen to the remainder of the story. A train trip from my hometown to Prague takes approximately 8 hours, which is a very long time for an active and energetic person like me. Hence, after 90 minutes I was already bored to death. "Not even reading a book can be more boring than this trip so far!" I said to myself, took *Angela's Ashes* out of my bag, and started reading. Not surprisingly, the first few pages were a battle for motivation; yet, as I finished page after page the story started to come alive, and all of a sudden I found myself in the middle of the book's action in Limerick, a small town in Ireland. I had never been moved by a story like this before. So capturing was the book that I even forgot where I was. If a thief had tried to steal my bags, he would have walked away unnoticed. I was fascinated by McCourt's writings about his horrible experiences during a childhood full of his father's alcohol abuse, unemployment and domestic violence, and his mother's hope that someday everything would become better. His struggles with teachers and peers, but also the very moments of happiness and joy in his life were described so intensely, that I felt like following Frederick throughout his endeavours; but not only monitoring him, even feeling with him, almost feeling like him. Little Frederick's character was so absorbing, that I found myself subconsciously bonding with his ideas and beliefs.

In retrospect, I understand now what drives so many people to read with passion. A well written story touches its audience's deepest emotions, their wishes and fears, their hopes, their anger, and joy. Much like you do not want to leave a party when you are having a great time, you do not want to stop reading a good book at the most suspenseful moment of its story. Thrilling and effectively told stories can be just as addictive as delicious candy or the adrenalin rushes of a rollercoaster ride.

Suddenly I was disrupted, torn out of this unknown but beguiling world of feelings by an announcement of the train captain: we had arrived in Prague. Although I lost in the first round of qualification the next day, I was not deeply depressed, which is very odd given my extremely competitive nature. However, I had other things on my mind: I could not wait to finish *Angela's Ashes*. I had experienced an interesting shift in my ideas about reading. Had it been almost a waste of time before my trip to Prague, I felt closer to the world in my book during my stay there and on my way back to my hometown than to the real world. When I started reading again, it almost felt like coming home. As I finished the last page of McCourt's masterpiece, I promised myself that I would try to read as many Pulitzer Price winning books as I could find. I hoped that acknowledged, award-winning books would take me on intense emotional journeys, just as *Angela's Ashes*. I had become infected with the "virus" of good literature.

When I returned to my room back home, I could not wait to write my interpretation. Teachers and adults might not imagine that students would ever *want* to do homework, but I really did in this particular moment. I wanted to share the feelings and emotions that *Angela's Ashes* had aroused in me. After reading my interpretation, my peers, who had chosen different books, should have a good reason to read *Angela's Ashes*, too. Instead of providing a very cool, rational interpretation fitting my former "just get the job done appropriately" approach to homework, I chose to give a rare insight into my emotions. I described, just as I have above in this writing, how reading *Angela's Ashes* moved me and changed my appreciation for literature.

My German teacher embraced this response and recognized the importance of my literacy event; she actually rated this interpretation as by far my best work in German class. In her feedback, she described to me the two reasons for her excitement: First of all, teachers always appreciate, when their teaching style and assignments inspire and motivate students. It is a teacher's greatest success, when their students do the required work out of curiosity and excitement for the task, because they *want* to, not because they *have* to. Secondly, my teacher felt, that my great appreciation for the story and the emotions, which I felt while reading it, actually strengthened the technical part of my interpretation. According to her, I had subconsciously developed a better understanding of McCourt's writing style and technique by becoming intimate with the book. Instead of just applying my textbook knowledge on figures of speech, narratives, and appeals, I was able to explain these features through my emotional *and* rational understanding of the story and its writer.

I like to believe, that my interpretation did not only touch my teacher but also some of my peer students. All of them could access and read my interpretation in our class folder on Blackboard, and hopefully some of them did. Given my typically cool and rational approach to schoolwork, this piece provided a very rare insight into my emotions and conveyed aspects of my personality, which many of my peers had never been able to see before.

I had often been perceived aloof and detached by my peers (as reliable "insiders" have told me). My essays and homework assignments tended to be very sophisticated, a quality, which many teachers appreciated; my peers, however, regarded me as a superior-minded and emotionally inaccessible. Hopefully, I could alter this perception in the eyes of those colleagues who happened to read my interpretation.

The seemingly irrelevant coincidence of a boring train ride and a writing assignment, which I initially utterly rejected, developed into one of the most important lessons I took with me from high school: Be receptive to new challenges, no matter how you dislike them in the first place. Every assignment, every class, every book has an innate potential to change your attitudes towards something you did not like before. As in my case, it might even change your whole life.

Instructor: Geoffrey Bateman

He was the kid everyone loved to tease, but also the kid everyone loved to be around. His smile and innocent laugh were contagious. He would stand up on that dirt mound and grin from ear to ear at the batter. It wasn't heckling or unsportsmanlike; his grin was the true attitude of his big heart manifesting itself in his facial expressions. He loved baseball, but he cared for people even more. Coach never let him step into the batter's box, as he never failed to embarrass himself with a bat in his hands. But he was always smiling. Here was a boy who loved life to the fullest, a boy who lived life like it was meant to be lived. Sometimes he was slightly irritating, that innocent smirk dancing on his lips at the most inopportune moments. Oh, he would smile and laugh as we ran sprints … set after set. No one can handle the person who makes good of every situation. Now, it is a talent that I wish he could have taught me.

I will never forget the time that he finally got on base. A couple of batters later, he was racing toward home … beaming … then jumping on home plate in his own victorious fashion. The umpire thought he was taunting the opposition and threw him out of the game. That umpire was so wrong. He would sit in the dugout on most occasions, never complaining, just watching. He was pure in his thoughts. I don't recall even a single inappropriate utterance ever passing through his lips—or actually his teeth, as words first had to pass through his smile. He wasn't the smartest, most athletic, or best looking guy. He didn't get invited to all of the parties, have to fight through girls, or avoid scouts for college teams. But he did look life in the eye and say, "I've figured you out." Down to earth without being boring, funny without being crude, he was an example that I can only try to live up to everyday. He taught me things that a normal 17-year-old shouldn't even know, and he exhibited a love and compassion for others that quickly endeared him to those who knew … no, to those who even simply observed him.

I walked into that room, dim and decorated with bright flowers, and I totally lost control of myself. I just stood there with my teammates in total disbelief. There is no way that this could happen to us, not to Golden Senior High School. We waited and waited for him to poke out from behind a corner and startle us out of our shock. But he never came. We waited and waited, but he never came.

I went to his house a few days later and sat down with that boy with the warm and familiar smile. There were pictures of him strewn across the table. Here's one of little league. Unbelievable … he never was without that smile. Picture after picture, memory after memory; never was he grim. I just sat there sifting through his life story, quietly muttering to him while his mom explained his most funny and embarrassing moments. The team filtered in a little bit later, one by one, standing by the table of pictures, just smiling and laughing with him in each of the photographs. His family's love for him was obvious, as was his love for his family. The majority of the pictures featured him wearing a ridiculous or menacing grin next to his adoring little sister. She is the same age as my brother. I never thought that a person's scrapbook could mean so much to me, to us. I looked into his eyes, again, and again, and again, and I only ever saw contentment and a love for life. The pictures without him just weren't as bright or as vivid. He brought everything around him to life. He gave so much, while requiring nothing in return.

Anger. So much anger. There were times I would simply sit and cry, muffling my screams of bitterness as I lay in bed. It was directed at different people at different times. Sometimes it was aimed at God. Surely an all-knowing, all-powerful, and merciful God would not do this to me. I didn't deserve this. None of us did. I could think of scores of people who did deserve it though … in my opinion. God does this to me and then expects me to trust him? No. Not yet. I didn't think I could ever trust Him again. Sometimes I was angry at the others, the ones who walked around with a grim expression, talking as if they knew him. They didn't know him. They had never even talked to him. To me, it seemed that they were wearing sad faces and telling a sad story so people would pity them. Don't pity them! They don't even realize what this means to those of us who do know him. I realize now that everyone has the right to wear a sad expression, regardless of his ties to a tragedy. I also became angry with those who reached out to me, trying to console me by sharing their personal experiences. No one knew what I felt, and it deeply angered me when they tried to pretend that they did. I wanted to be by myself without being alone. I wanted to cry in silence without the burden of others' misfortunes on my mind. Sometimes I was just angry at him. To this day I do not know why. When I found I couldn't blame God, the others, or those who tried to relate, I was left with him to blame. I found myself wallowing in self-pity. I abhorred that the anger that had taken control. This is when I realized that there was no one I could blame; there was no one to be angry with. It was a sobering, and somewhat saddening, revelation.

We missed one game because of the situation, but I think being able to play and take our minds somewhere else might have been easier. We started light practice a couple of days later, trying to prepare for the next game against our biggest rival, baseball being the last thing on our minds. I designed a template in one of my classes, and had a 4'x 6' metal sign made. The store owner gave it to me for free. We attached it firmly to the right-center outfield fence, and we constantly caught ourselves staring in its direction while we were on the field. To this day, the baseball team at Golden High School runs out and touches that sign before practice begins everyday.

Game day finally arrived, and we decided to dedicate the game to him. Inning after inning, my teammates ran back to the dugout after three outs, tears streaming down multiple faces. I was forced to be an observer in this game, as hand surgery had kept me from playing. It was an injury that now meant very little to me. We lost that game to the Ralston Valley Mustangs by one point. We all felt that we let him down, and we cried together as his parents came to thank us and take our pictures in front of his sign. I was feeling so many emotions that I could not explain. Grief, weariness, sympathy, empathy, love … I could not pinpoint the strongest of them.

I still see his parents on occasion. As I mentioned, his sister is my brother's age. At first it was much harder to speak to them than it is now. When I was a junior attendant at the seniors' graduation in 2005, I watched his sister walk up onto the stage to accept his diploma. I cried again, this time with more than a thousand others. This time, however, I was not angry at them for crying. I was proud. I was proud that I had been the friend of a young man who had touched so many lives, even the lives of those who didn't know him. I was proud that I had made it, and helped others make it, through a tragedy. I was proud to have had a friend like him.

Now worry has somewhat replaced my anger and grief. I worry that he will be forgotten, that the team will stop running to touch his sign before practice. I worry that people will forget what he taught me about the value of life. But when I see his family and my friends who traveled through this tribulation with me, I am reminded not to worry or fret because that is not what he would have done.

Practice ran a little bit late on April 24th, 2004. Coach let us play whiffle ball in the gym at the end of our workout to reward us for excellent play. I had had surgery on my finger after breaking it in practice, and I was depressed about it having ruined my sophomore season. I watched him out on the gym floor with the rest of the team, and I envied their ability to play this simple game. We finished the last inning and said our goodbyes. He drove off in his little, souped-up Honda to go get ready for the Prom. He was a junior, and to the dismay of the rest of us, he was the only one of us eligible to attend the "Big Dance." He had been teased incessantly by the team when he admitted shyly, while smiling, that he had never even kissed his girlfriend of three months. He went home, allowed his mom to film him getting ready for the occasion, and then kissed her on the cheek while she held the camera. This was the last part of his life that we ever observed. On the morning of April 25^{th}, 2004, he drove his girlfriend home, walked her to the door, and left to return home. Whether he finally kissed her will always be a mystery to us. On the morning of April 25^{th}, 2004, he fell asleep at the wheel. His sign read …

In memory of:
Ryan Blake Johnston
1987-2004
"Keep Smiling"

Instructor: Carol Samson

Apparently, not the newspaper anymore, at least according to what present, traditional literacy trends tell us. Wikipedia defines traditional literacy as the "ability to read and write, or the ability to use language—to read, write, listen and speak." The subject of literacy, as it is used in this way, is a very common topic of discussion at my home; my parents design educational materials that specifically target reading and phonics. Consonant blends and vowels are frequent dinner guests at our kitchen table and, if coerced, I can sing from memory any one of the twenty-six cutesy songs my parents produced that were designed to teach the rules of phonics to five-year-olds in fun and engaging ways. If that isn't exciting enough, we add spice to our meals by frequently talking about the gruesome statistics regarding traditional literacy among American children and adults. Now, how many teenagers can recite those in their sleep? I can hear my mother's passionate voice in my head, "Nearly forty percent of fourth-grade children, forty-four percent of youth minority, eighty-five percent of juvenile offenders, sixty-five percent of prisoners and twenty-seven percent of army enlistees have severe trouble reading or are considered illiterate." For sure, the people who comprise these kinds of statistics may *know* the answer to the riddle above, but are not on the subscription roles of the *Wall Street Journal*. And, it is this last statement that leads to a broader, extended look at the concept of "literacy." Is literacy confined to reading and writing? In today's environment, are there other competencies and types of communication with each other, outside the realm of written text, that deserve recognition and value? What considerations are worthy of our emphasis in defining "literacy" and are there many definitions and types of "literacies" that are important in today's environment and culture?

A second definition of literacy, offered by Wikipedia, is certainly farther reaching than the first. The United Nations Educational, Scientific and Cultural Organization (UNESCO) defines literacy as "the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning to enable an individual to achieve his or her goals, to develop his or her knowledge and potential, and to participate fully in the wider society." Certainly, while broader in scope, this definition, too, reduces and restricts literacy to "printed and written materials," and in doing so, does not lend a sense of importance to other kinds of understanding, information and experiences. As we consider the wide array of information-generating sources available to us today, we can begin to understand that our ability to interpret and analyze and make meaningful connections from those sources is what constitutes a more comprehensive and more valuable and realistic definition of "literacy" or "literacies."

Allow me to pull up the guest chair at our dinner table for you so that I can better articulate this from my perspective. While I share my parents' passion for teaching young children to read with their educational products, I also understand that other communicative tools have become equally important in my generation, in today's environment. My mother wants every child to someday experience Shakespeare, yet perhaps those same children will experience Shakespeare through their laptop screen, acted out right before their eyes. Will access to that form of "visual literacy" because of this generation's "computer literacy" ultimately impart more meaning and significance to the study of Shakespeare (or anything else, for that matter)? Will such forms of learning about and decoding life, information and cultures ultimately transform us in positive ways from being passive learners (as with books and written texts) to active ones? Certainly, they will. And, ironically, the traditional, more limited definition of literacy will be considered of less and less value in evaluating an individual's ability to communicate and contribute effectively to society. The case in point is my mother, sitting at the end of our table; while she is an expert on phonics and decoding the English language, she cannot navigate at all on the computer and is at a total loss with most all forms of modern technology. Does that make *her* illiterate? Perhaps it does, under a more expanded definition of "literacies." But don't break that to her while she's still enjoying her dinner.

While you're enjoying dessert, consider my little brother who is seated across from you. He has autism, yet is a brilliant learner. He can read and write beautifully and, unlike my wonderful mother, is a technological guru with the computer, XBOX, and Gameboy. His "visual literacy" is supernormal; he has a veritable photographic capacity to his brain function. However, with his mastery of these many types of "literacies," is he *literate*? Can he ascribe meaning and contextual understanding to his world on a consistent basis? Can he always use his proficiencies across a spectrum of "literacies" to effectively communicate with others in meaningful and useful ways? I challenge you to engage him in some after-dinner conversation; I believe you will find that my brother, despite all of his talents and pockets of brilliance, does not fulfill that last component of UNESCO's literacy definition – "to participate fully in the wider society."

How, then, does one more accurately define the essence of literacy? In pondering that question, I was naturally motivated to consider the literate practices in which I engage on a regular basis. There were the obvious ones that I identified first – reading (textbooks, magazines, electronic text), writing (for school, personal use), listening and speaking (too much of both on most days). These were the things on which the traditional definition of literacy was formed. There were visual literacies (how I navigated to and from places, how I mastered forms in my martial arts classes, how I interpreted the emotions of all of the people in my life). Technological literacies were everywhere (my computer, my IPOD, my cell phone, our alarm system, our media room set-up at home). Practicing piano made me aware that I used auditory and musical literacies as well on a daily basis. The tone in someone's voice can certainly imply meaning and emphasis. The list is seemingly so endless as we expand the word "literacy" into its plural form, because what we are really doing is making the word "literacies" synonymous with the concept of "a mastery of communication" to some degree and to the extent that it brings not only knowledge, but brings meaning and context to our lives, as well. The meaning of literacy has evolved and is more complex because our ways of communication and sources of information have evolved and are more complex. The abilities and tools needed to accommodate this evolution has likewise become expanded and will likely continue to grow, although, one could argue that as technological advancements are made, the tools to navigate through all of the new "literacies" will become easier to use. Maybe there is still hope ahead for my technologically illiterate mom!

"Literacy," then, seems so much broader than our friends at Wikipedia or UNESCO are willing to consider. And, perhaps there is hope that those grim statistics that my parents like to recite about the scores of illiterate Americans aren't as grim as they seem on the surface. Maybe some portion of the forty percent of fourth graders who cannot read are highly literate on computers, perhaps some portion of the juvenile offenders and prison population mentioned earlier have other "literacies" that will enable them to become productive, useful members of society.

All of these considerations have helped to me to construct what I think is a more contemporary and comprehensive definition of "literacy*": Literacy is the ability to read, write, listen, speak, identify, understand, interpret, create, communicate, compute, develop knowledge and derive meaning within a specific medium or across a variety of media, or contexts. It can exist to certain degrees and can be compartmentalized to include literacy in one area but not necessarily another. Literacy in one area, such as with text, can help to maneuver literacy in another. All types of literacy enable an individual to understand his or her world better and therefore help an individual to better and more fully participate in the wider society.*

So, the answer to "what's black and white and read all over?" is somewhat gray. That's partly because "the news" doesn't just come in black and white and on paper anymore. The concept of literacy isn't so black and white, either, and it doesn't evolve exclusively off of paper, either. But, the riddle's still fun. There are, after all, some things that *never* change.

Instructor: Matt Hill

JORDAN ELIZABETH BECK is from Highlands Ranch, Colorado and has been attending DU since September 2006. She is a participant in the Early Experience Program at the university, having been accepted when she was 15 years old. She has not yet declared a major, but believes her future focus of interest will be in the field of business and marketing. Writing is not necessarily her passion, but she has had a strong academic emphasis in writing, grammar and literature. Her real passions can be found outside of the classroom. She is an avid golfer, a black belt in the martial arts and has studied piano for about seven years.

MATT BIGELOW is a sophomore from Centennial, CO, majoring in International Business, with a minor in Italian. He enjoys writing creatively, especially when the writing involves humor. He feels writing is a very important skill to have, as language is used in almost every career and almost every part of life. He believes that if someone masters the art of writing, then everything else in life will come easier. Outside of academia, Matt enjoys traveling to as many places as he can, as well as playing hockey with his friends.

BRIAN CLENIN is a nineteen year old from Bellevue, Washington. Planning to double major in accounting and Political Science, Brian is currently considering going to law school after DU. Writing is something that Brian has actually struggled with in the past. However, recently his writing has enabled him to better express himself. Also, Brian plays tennis and bikes.

MELANIE CORNELIUS was born and raised in the small town of Montrose, Colorado. She came to Denver undecided in what to study, but recently decided to study Hotel, Restaurant, and Tourism Management. Melanie has never considered writing one of her strong points but enjoys it when able to write about subjects of her choice. Outside of school, Melanie enjoys singing and athletic activities

WILLIAM FARRELL is a student in the class of 2010 currently pursuing a B.S. in psychology and molecular biology. He is from San Francisco and enjoys reading, water fights, and urban exploration. William believes that a contributing factor to some of the public mistrust of science seen in society today is the paucity of good writers in the various fields, and hopes to become a better writer and articulator so he can work to correct that problem.

LEE JACKSON is a Spanish and International Studies major who, when not working on class assignments, can commonly be found jamming out on a guitar or simply shooting the breeze with friends. He has always been passionate about discovering new ideas in an effort to expand his perspective, and greatly appreciates the motivational effect of a good piece of literature. His philosophy emphasizes the importance of continually pushing himself when it comes to his own writing. Through diligence and hard work, he hopes that perhaps one day, he too can inspire a person in a way similar to how the work of great authors and musicians have inspired him.

TYLER JOHNSON is a sophomore at DU, majoring in Game Development and Animation in the Computer Science Department. Tyler's hometown is Albuquerque, New Mexico where he can indulge his passion for golf nearly every day of the year. If he can't be on the links in person, writing about thegame is the next best option.

KYLE KEEFE is a native of Denver, Colorado and is currently working toward an Art History degree at the University of Denver. Kyle first became interested in writing after being inspired by a middle school English teacher. He spends his free time reading David Sedaris in coffee shops and exploring urban areas.

BRETT KUHN was born in 1987 in the suburbs around Denver, Colorado. He attended Regis Jesuit High School and is currently a Psychology major at the University of Denver. He has had an interest in writing throughout his academic career, being heavily involved in creative writing in high school and now focusing more on writing for his university classes. He is also an avid musician, interested in both playing guitar and recording music as well.

KENT MCKENDRY is currently a second year student at the University of Denver and a Boettcher Scholar. He plans to major in both Finance and Mass Communications and then begin a career in either sports agency or sports broadcasting. Kent is a 2006 graduate of Golden High School, in Golden, CO. He gives credit to many of his high school writing teachers, mainly Mr. Dick Byrne, for instilling in him a passion for both creative and analytical writing. He believes that excellent writing skills are necessary and valuable in every profession. Outside of academia, Kent enjoys playing baseball and football. He also loves music, plays the guitar, and has played the piano since the age of three.

SEANA A. MCKINSTRY, also referred to as Sam because of her initials, is originally from Albuquerque, New Mexico but is currently residing in Denver, Colorado pursuing her college education. She is an undergraduate student at the University of Denver majoring in Business Finance and Spanish. After completing her undergraduate degree, she hopes to continue her education by getting her masters and a law degree. In between going to school and working, Seana enjoys spending time with her friends, traveling, and writing. She not only enjoys writing for academia, but she also writes poetry. She believes that writing is a very persuasive tool and is a form of expression that she likes to use to provoke thought or feelings within her audience. Through vicariously expressing her feelings through her writing, she tries to show her audience what she is trying to say rather than tell them, hopefully enabling her audience to be able to relate.

GREG MULLIN was born in Washington, D.C., but raised in Evergreen, Colorado and has hoped for many years to remain in Colorado for his schooling. As an accounting major in Daniels College of Business, Greg realized his dream when he was accepted to participate in DU's academic excellence. Although he does not get to spend much time writing because of his busy schedule and love of skiing, Greg enjoys writing, especially articles for newspapers and magazines where he is able to write specifically for a certain audience and medium. As an avid reader of magazines of all sources, Greg enjoys tailoring his writing for specific audiences when appropriate.

KATIE PLUNKETT is a fourth generation Colorado native from Boulder. She is currently studying biology with a desire to someday work in sports medicine. Although her major may not require much writing, Katie enjoys using writing as a means for expressing thoughts and ideas. Outside of academia, Katie enjoys playing and coaching soccer as well as being active in all of the outdoor activities Colorado has to offer.

DANIEL SHARON is a sophomore at Denver University working on a bachelor of music in violin performance. Outside of music, Dan finds writing to be a versatile and effective method of expression. He is an active writer and reader, delving into many genres in and out of the academic sphere. As a member of the honors program, Dan is able to take advanced writing classes and further explore his passion for the written word. A native of Loveland, Colorado, Dan also enjoys the outdoors through swimming, hiking, biking, and when possible, ultimate frisbee.

SARAH SHERRY is a biochemistry major but has a profound love of writing. She has published two poems and has always found writing an honest form of expression. Outside of academia, Sarah enjoys playing the piano, which she has done since age five. In addition, she loves horses and rides

Dressage as often as school and work allow. She works at Presbyterian Hospital of Dallas in an imaging center as well as in the operating room.

DAVID SIMSON was born in Salzburg, Austria, and raised in Mattighofen—a very small town close to Salzburg—Austria. His current permanent residence is Vienna, Austria. He is an International Business Major at DU and was engaged in Law studies at the University of Vienna before he transferred to the University of Denver. After graduating from DU, David aspires to attend a well-acknowledged Law School in the United States. Because he is a non-native speaker of the English language, David profited a great deal from the WRIT courses required for DU undergraduate students. When asked about the First Year Writing Sequence, he states: "The classes and my professor helped me to not only broaden my vocabulary and eliminate many of my earlier grammar problems but also to improve my usage of rhetorical strategies and my critical thinking skills." Apart from being a regular student, David is a member of DU's Men's Varsity Tennis Team. He has been playing Tennis since he was six years old and is looking forward to being able to compete for DU from next January on.

JEREMY VINYARD-HOUX, born June 6th, 1987, in the mountains of Vail, Colorado, grew up in the neighboring town of Frisco, Colorado. Studying hard up through high school, Jeremy graduated 6th in his class in 2006. Then, attending the University of Denver to study international studies as his major, Jeremy began his college career. Jeremy is involved in several organizations and has several hobbies. During the week, Jeremy is a constant participant in the International Living and Learning Community of which he is a part. On campus, Jeremy served as an Ethics Coach for the university's Center for Ethical Deliberation. Future career options are very open at the moment for Jeremy. Possible careers for Jeremy include Foreign Service Officer, International environmental policy consultant, Journalist, Intelligence analyst, or anything else that might strike his fancy. However, no matter which path he chooses to follow, writing will be an important part of his work, as it is necessary to convey information accurately, professionally, and persuasively. Outside of academia, Jeremy also participates in Shaolin Kung-fu, and has for six years, through the DU Kung-fu club. On weekends, Jeremy loves to head home and go shred the powder. Jeremy has been an active snowboarder and skier since he was six years old and has even snowboarded on Team Summit and competed at the regional level. For the summer, Jeremy will be working in Breckenridge, Colorado, as a baker and waiter.

CASSIDY WARNER is a Colorado Native and avid book consumer. She was born in Vail, CO, and grew up in nearby Gypsum. Living in a small town, she relied on reading, sports, and videogames to alleviate boredom. Some of her interests include playing fastpitch softball, relishing the Rocky Mountains, beating various Final Fantasies, costuming, and enjoying theatre. Due to her love of writing, her current major is English with a concentration in creative writing. Her view is that the written word has much power, even in our technology-centered era: it can change minds, lives, and the world in general. A single powerful piece of writing can do anything from affecting the way a reader looks at the things around them to mobilizing the citizens of a country into action against unjust government policies.

LEAH WHITE of Albuquerque, New Mexico, is a Business Marketing major and Spanish minor. She enjoys many types of writing including fiction and papers focused on current social issues. She feels that writing provides an artistic and political outlet and enjoys the constructive element of liberation through freedom of expression. Outside of the classroom, she enjoys staying active through sports and exploration of the outdoors.