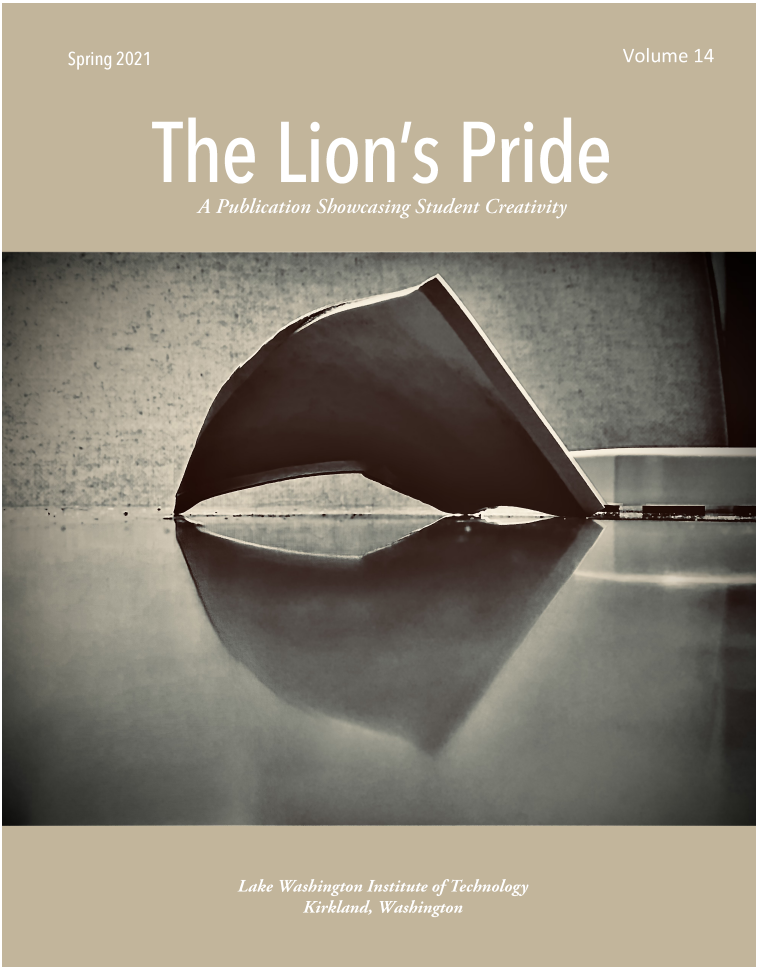
The Lion's Pride, Volume 14
Spring 2021



The Lion's Pride, Volume 14

The Lion's Pride, Volume 14

LION'S PRIDE COMMITTEE LAKE WASHINGTON INSTITUTE OF TECHNOLOGY

The Lion's Pride, Volume 14 by Lion's Pride Committee Lake Washington Institute of Technology is licensed under a Creative Commons Attribution 4.0 International License, except where otherwise noted.

Contents

Introduction 1

Global Climate Change: A Real Problem That Is Impacting Our World 3
Kaito Logan Ortgies

Reflections 12
Andrew Lee Kaye

Saving a Little Duckling 13
Caralina Harris

Scratch Fabrication of Apparatus for Local Aluminum Recycling 15
Thomas Won Chois

Sunflower Renewable Sources 17
Kaelani Elyse Houck

The Effects of George Floyd on American Social Justice Movements 19
Jacqueline Rose Pipinich

Illegal is Not a Noun 22
Dakota Williams

Windows and Mirrors: Why Positive Representation of Disabled and LGBTQ+ People In Media Matters 24
Casey Allyn

Hear Our Voice 35
Kaelani Elyse Houck

I Believe in Helping Others 36
Deb Knaus
I Believe in Drives 38
Grace Marilyn Deisher
This I Believe: Opportunities for Anyone and Everyone 40
Kaitlyn Ruth Main
This I believe: In second chances 42
Nicole Hernandez-Segovia
Sunbraving 44
Ciaran Byrne
What Are the Implications of Mental Illness on Suicide Risk and Prevention? 46
Jarrai Gassama
Makeup Therapy 56
Alana Williams
Normalizing Comprehensive Sex Education 58
Royce Kostohris
The Bezold Effect 68
Elizabeth L Pakkala
Corporal Punishment: A Harmful and Ineffective Discipline Strategy 69
Emma Mikayla Penev
Stasis 79
Dakota Williams
Strict Government Regulations for COVID-19 Lead to a Positive Result for the Citizens 80
Danny Tennyson
Trouvaille 90
McKenna Rose Morrow

How Will Automation and Artificial Intelligence Affect the Accounting Industry 91
Maryann Van Horn
Lately is Spelled with Colors 102
Gabriela S Marroquin

103

Notes on This Publication:

Members of the Lion's Pride committee may make minor edits to submissions in order to standardize spelling, grammar, punctuation, and formatting. However, committee members do not thoroughly edit submissions for students, and the committee's general policy is to present work in close to its submitted form to preserve the integrity of each student's voice. Students are encouraged to edit their own work carefully before submission and to get assistance from instructors and campus tutors.

The Lion's Pride may contain links to third-party web sites. These links are provided as a convenience to readers and are not under the control of The Lion's Pride. If you access a third-party site linked to The Lion's Pride publication, you are responsible for guarding against computer viruses or other potential risks of online navigation. The Lion's Pride cannot guarantee the accuracy and completeness of such links and does not endorse information contained at the third-party web sites.

Lion's Pride of Lake Washington Institute of Technology (LWTech) is licensed under a Creative Commons Attribution-NonCommercial 4.0 International (CC BY-NC 4.0) license. For the individual, original works contained herein, all rights reserved and revert to artists after publication. The views expressed herein do not necessarily represent those of LWTech or the magazine publication staff.

The Lion's Pride is a publication of student written and visual works created at Lake Washington Institute of Technology. We attempt to include students representing the diverse populations and programs at the college. The committee takes joy in sharing students voices here.

For information on how to submit your work for consideration, please visit the publication homepage: http://www.lwtech.edu/lp

You may also contact wesley.mantooth@lwtech.edu if you have questions.

Lion's Pride Committee:

Diandra Dunham, Student
Karen Holum, Design Department Chair
Wesley Mantooth, English Department Chair
Rechelle Schimke, English Faculty
Sue Wozniak, Librarian

Cover Art: "Reflections," by Andrew Lee Kaye

Artist's Statement: Take a sheet of music, to the plain observer it appears as a bunch of notes on some lines, but if a musician looks at it, they see the deeper meaning behind the notes. In other words, even though a thing or object may appear to be one way, depending on the other people looking at it, it could seem to be completely different. This piece of work is an abstraction of a object that I found in my house. Each viewer may have a different idea of what is could be. My work is from ART 140, Photography Appreciation.

Global Climate Change: A Real Problem That Is Impacting Our World

KAITO LOGAN ORTGIES

Personal Statement

I am a running start student that is currently attending Lake Washington Institute of Technology. For my final paper in my English 102 class I decided to write about global climate change. As a freshman in high school I learned about how serious this issue was from watching a documentary in class. I wanted to learn more about it but never had the time to. This final gave me the opportunity to learn more about this issue and how it affects Earth.

Abstract

For the past several decades, people have debated and argued over the issue of global climate change. Global climate change is a change in climate and weather patterns due to an increase in greenhouse gases and carbon emissions made from fossil fuels. Many people believe that global climate change is a real issue while others either do not believe in global climate change or are very skeptical about it. This paper will discuss if global climate change is real and how it impacts the planet by using evidence and information from groups and websites that have dedicated their pages to spreading awareness on global climate change. This paper will also include a response to a common counterargument that is used by those who do not believe in this issue. Looking at the evidence, climate change

is a major issue that people are facing globally. It can negatively impact our way of life and our planet's ecosystem.

Keywords: global, climate, change, ecosystems, carbon, emissions, greenhouse, gases, fossil, fuels

Global Climate Change: A Real Problem That Is Impacting Our World

Global climate change is an issue with many sides. Some people believe that climate change is real, man-made, and impacting the planet. Others believe that climate change is real, but it is just the Earth's natural process. And some people do not believe in climate change at all and believe there is nothing happening to the planet. So, which is it? Is global climate change real? Is global climate change man-made? How has global climate change affected ecosystems? How has global climate change affected humans and creatures living within those ecosystems? Using facts and primary sources coming from websites and people who are devoted to spreading awareness on the global climate change, it can be concluded that global climate change is real and is man-made. Due to the increase greenhouse gases and carbon emissions from people using a large amount of fossil fuels, global climate change has negatively affected our planet's ecosystems and the many lives of those who live within the ecosystems.

Is Global Climate Change Real?

Global climate change has been determined to be a highly concerning issue by climate change researchers and climatologists. A big group known for research on climate change and the environment is the EPA. The EPA (2020a), also known as United

States Environmental Protection Agency, was first formed to help reduce pollution and spread awareness of energy conservation. They then started doing research on global climate change as a major issue. According to an article on a study on trends and indicators of climate change made by the EPA, the "Average temperatures have risen across the contiguous 48 states since 1901, with an increased rate of warming over the past 30 years" (para 3). And this is only in the United States. Globally, the 10 warmest years in history all occurred since 1998 (2020a, para 3).

Skeptics and nonbelievers often have counterarguments against climate change. A popular counterargument that people use is that climate change naturally happens, and it is nothing to be worried about. The reasoning behind this is that, in the past, the Earth has had cycles of warming and cooling. There was also a natural increase and decrease in the amount of greenhouse gases. Some believe that the Earth could possibly be going through another cycle right now. Another counter argument that is used is how some people say that they do not feel a change in the climate and that "it is still really cold in the winter". Another popular one is that the research is fake, and nothing is occurring.

Even though it is true that the Earth has gone through cycles of warming and cooling, there was also some dangerous results after these cycles ended. According to the Rainforest Alliance (2017), the aftermath of each cycle resulted in "serious environmental disruptions, including mass extinctions" and that the cause of this was because "humans are emitting greenhouse gases at a far higher rate than any previous increase in history" (para 3). The Rainforest Alliance is an international organization that is dedicated to helping rainforests and sustaining ecosystems. They also are working on preventing global climate change from worsening by using research and slowing down deforestation.

It still has been cold during the winters, including some very low temperatures, but the amount of unusually cold temperatures has become rare ([EPA], 2020a, para 4). Also 97% of climatologists and scientists believe in global climate change and that it is man-made

(Anderegg et al., 2010, para 1). While some people can think that global climate change is not real, almost all climatologists agree that it has become a very serious issue that more people should care about.

Is Global Climate Change Man-made?

Many people debate if global climate change is man-made, but most climatologists have determined that global climate change is man-made. The cause of this is from the mass amounts of greenhouse gases that we generate. We generate large amounts of water vapor, carbon dioxide, methane, nitrous oxide, and fluorinated gases every day. Those greenhouse gases increase the planet temperature by trapping and absorbing heat ([EPA], 2020b, para 1). According to Holly Shaftel (2018), a scientist who works at the Jet Propulsion Laboratory and as a climate change educator at NASA, "human activities emit greenhouse gases into the atmosphere, raising Earth's average temperature and bringing a range of consequences to our ecosystems" (para 4). Earth's global climate is changing at an abnormally fast rate; if Earth's climate changes were caused by natural forces, the rate of change would be much slower (Rafferty, 2018, para 5).

Years of constant burning and usage of fossil fuels have begun to add up and have created massive amounts of greenhouse gases. Since the start of the Industrial Revolution, there has been a constant burn of fossil fuels. Some examples of fossil fuels are coal, oil, and natural gases that are used in factories as fuel for machines. Today the amount of greenhouse gases has increased by a significant amount due to the amount of carbon emissions that humans are still producing. Mark New (2019), a journalist who has been researching and working on climate change causes and detection for 20 years, describes how our daily activities like driving cars which burns fossil fuels and the techniques used in farming

created a mass increase in greenhouses gases (para 13). Transportation like cars, boats, and planes use fossil fuels as a fuel source. Factories use fossil fuels to create and manufacture goods and resources. The agricultural industry produces greenhouse gases like methane from cows and soil. Everyday people all over the world are continuously producing greenhouse gases from fossil fuels.

How Has Global Climate Change Impact Ecosystems?

Global climate change can cause negative impacts on ecosystems. Many skeptics and nonbelievers often say that they have not seen any effects of global climate change. However, the impacts are very visible. A good example of this is the melting ice sheets, glaciers, and polar ice caps in the Artic. The melting is then contributing to the rise in sea level. Due to the sea level rising from the melting ice caps, those who live on the coast or on islands are or will be affected. The water is starting to rise to the point where it can be a problem for those who live on the land or near the water. This sea level rise can also affect the coral reefs. Coral reefs are important to the ocean's ecosystem because they can act as habitats and homes for ocean life and can help protect land on the seashore from storms and waves. As the sea level rises, the sedimentation on the sea floor can rise and smother the coral reefs, damaging them (NOAA, 2015, para 7).

Other parts of the Earth's many ecosystems are also affected. According to Alan Buis (2011), a scientist who works at the Jet Propulsion Laboratory and as a climate change educator at NASA, "climate change will disrupt the ecological balance between interdependent and often endangered plant and animal species, reduce biodiversity and adversely affect Earth's water, energy, carbon and other element cycles" (para 4). This can heavily damage

many ecosystems because this can lead to a lack of essential resources like food and water.

Weather is an important part of ecosystems because it can influence what happens in the ecosystem. Weather can impact the amount of water an ecosystem can get or the temperature of the environment. However, global climate change has affected the weather of many ecosystems. As the climate fluctuates, it can cause changes to the weather. According to the EPA, "Scientific studies indicate that extreme weather events such as heat waves and large storms are likely to become more frequent or more intense with human-induced climate change" (2020a, para 1). Natural disasters and harsh weather conditions have increased over the past few decades. Flooding, droughts, wildfires, storms, cyclones, hurricanes, and typhoons have become more common due to the climate changing. The amount of rain an ecosystem gets can change as well. Some ecosystems get more rain than usual that can cause flooding, while ecosystems that get too little rain can experience droughts. This can affect the plant life in the ecosystems. The more the climate changes, the more negative impacts it can have on the planet's ecosystems.

How has global climate change affected humans and creatures living within those ecosystems?

Climate change has a bigger impact on humans compared to what most people think. An example of this is our food supply. Crops grown on farms are becoming harder to grow. Droughts caused by a lack of rain can affect the seeds and plants needed to grow fruits and vegetables. Climate change can also increase the spread of diseases. According to the EPA, "More frequent and intense extreme heat events can increase illnesses and deaths, especially among vulnerable populations, and damage some crops" (2020a, para 2). As it becomes hotter and more humid, disease carriers like mosquitoes

and ticks begin to thrive more. Diseases like Lyme disease and malaria can spread more easily and possibly killing many lives.

From a financial standpoint, climate change can have an impact on people's bank accounts. As the number of natural disasters and harsh weather conditions increase, the chances of possible property damage also increase. 3 years ago, hurricane Florence caused 22 billion dollars' worth of property damage and took the lives of 50 people (Irfan, 2018, para 1). After the hurricane, many climatologists believed that climate change was behind such a devastating hurricane like hurricane Florence.

Humans are not the only living beings that are being affected by climate change. Animals have also been heavily affected by climate change. The number of animals living in ecosystems that had their ecosystems changed from climate change has increased by a large amount. In the past 250 years, 571 species been confirmed extinct, and 30,178 species are currently on the 2021 endangered species list (Hrubenja, 2021, para 3). Examples of animals currently endangered are the animals in the arctic like penguins and polar bears who need ice to live on and catch food. However, due to an increase in temperatures, the ice they hunt and live on is melting away. Other animals like the North Atlantic cod had their whole ecosystem altered because of the ocean currents changing (Dell'Amore, 2021, para 15). As time goes on, more and more animals are being impacted by global climate change. Some populations are starting to go down while others are forever gone. We need to start getting on the right track to not only help ourselves but the other living creatures that we share this planet with.

So, which is it? To answer that question, it is that global climate change is real and is manmade. It can impact the many ecosystems of our planet. It can affect the many species of animals that live within those ecosystems. It can even impact us in various of ways. Even though today some people still argue if global climate change is real, there is growing agreement that climate change is real and that we need to do something about it. However, now the question is how can we slow it down or stop it? We can start by living an eco-

friendlier lifestyle. We can stop wasting resources, recycle more, and use more renewable energy sources. However, the best way is by spreading awareness about global climate change. The more people who know about this issue, the faster we can prevent them from harming our future.

References

Anderegg, W. R. L., Prall, J. W., & Schneider, S. H. (2010, July 6). Expert credibility in climate change. PNAS. https://www.pnas.org/content/107/27/12107.full

Brenna, L. (2020, June 15). Animal and plant species declared extinct between 2010 and 2019, the full list. LifeGate. https://www.lifegate.com/extinct-species-list-decade-2010-2019

Buis, A. (2011, December 13). Climate change may bring big ecosystem changes. Climate Change: Vital Signs of the Planet. https://climate.nasa.gov/news/645/climate-change-may-bring-big-ecosystem-changes/

Dell'Amore, C. (2021, February 10). 7 Species Hit Hard by Climate Change—Including One That's Already Extinct. Animals. https://www.nationalgeographic.com/animals/article/140331-global-warming-climate-change-ipcc-animals-science-environment

EPA. (2020a, November 9). Climate Change Indicators: Weather and Climate. US EPA. https://www.epa.gov/climate-indicators/weather-climate

EPA. (2020b, December 4). Sources of Greenhouse Gas Emissions. US EPA. https://www.epa.gov/ghgemissions/sources-greenhouse-gas-emissions

Hrubenja, A. (2021, February 9). 46 Crucial Endangered Species Statistics for 2021 and Beyond. Petpedia. https://petpedia.co/endangered-species-statistics/

Irfan, U. (2018, October 3). Hurricane Florence property damage: climate change made it worse. Vox. https://www.vox.com/energy-and-environment/2018/10/3/17925470/hurricane-florence-2018-devastation-climate-change-flood-sea-level-rise

New, M. (2019, September 18). How much of climate change is natural? How much is man-made? The Conversation. https://phys.org/news/2019-09-climate-natural-man-made.html

NOAA. (2015, March 3). How does climate change affect coral reefs? National Ocean Service. https://oceanservice.noaa.gov/facts/coralreef-climate.html

Rafferty, J. P. (2018, March 10). Is Climate Change Real? Encyclopedia Britannica. https://www.britannica.com/story/is-climate-change-real

Rainforrest Alliance. (2017, March 27). 6 Claims Made by Climate Change Skeptics—and How to Respond. https://www.rainforest-alliance.org/articles/five-common-claims-made-by-climate-change-skeptics

Shaftel, H. (2018, June 6). The scientific method and climate change: How scientists know. Climate Change: Vital Signs of the Planet. https://climate.nasa.gov/news/2743/the-scientific-method-and-climate-change-how-scientists-know/

Reflections

ANDREW LEE KAYE

Personal Statement

Take a sheet of music, to the plain observer it appears as a bunch of notes on some lines, but if a musician looks at it, they see the deeper meaning behind the notes. In other words, even though a thing or object may appear to be one way, depending on the other people looking at it, it could seem to be completely different. This piece of work is an abstraction of an object that I found in my house. Each viewer may have a different idea of what is could be. My work is from ART 140, Photography Appreciation.

Reflections by Andrew Lee Kaye

Saving a Little Duckling

CARALINA HARRIS

Personal Statement

I wrote this narrative for Rechelle Schimke's English 101 class. It is about my experience working with a sick duckling. I raised seven ducklings during the pandemic and was amazed by how each duckling impacted me: this is Mr. Gossie's story.

A small duckling sat alone from his siblings. A huge hand came down from the heavens and scoops up the little duckling. I carefully inspect the little duckling I call Gossie. I notice a swollen toe on his left foot. I immediately sprang into action; I traced his foot on cardboard and made a small brace. After wrapping up Gossie's pink foot, he was put in his own box in the brooder. The lonely little duckling sat in isolation listening to his siblings on the other side of the wall. Over the next forty-eight hours, Gossie stayed at the same weight-which was extremely concerning.

That night, I slept in the garage waking up every few hours to hand-feed Gossie. I woke to the blaring of my alarm; got up and picked up Gossie; wrapping him in a washcloth and giving him food and water through a pipette. The little duckling did not want to eat. I put a drop of water on his bill, which seemed to make him happy. I did the same with his oatmeal. Slowly, Gossie began to eat. During each of these shifts, I would weigh him and hope that he would continue to grow. By morning I was exhausted; I did my chores-at record low speeds-and began my school day. During my breaks, I would unwrap Gossie's foot and give him a bath so the muscles in his foot and leg would continue to develop.

I would give him about twenty minutes per day to practice walking. A few steps at a time, little Gossie would walk before laying down again to rest while the rest of his siblings would frolic around him. One day everything seemed to get worse. When giving Gossie food: he refused to eat, and his weight began to decrease slightly.

That night I didn't sleep at all. I spent the night cradling Gossie and offering him food and water. In the morning I had to go to school and had to leave Gossie alone. The whole school day I thought about him and worried-but by the time I returned, one of Gossie's siblings had jumped into the infirmary. The two ducklings perked up when I walked into the room. Ever since that day, Gossie continued to grow.

I let him spend the rest of his time in his splints with his siblings. The other ducklings would be rotating spending time with him. I continued to hand feed him and give him physical therapy. Furthermore, the little duckling grew and grew. With support from his other siblings, Gossie continued to develop and when the splints officially came off, he was able to keep up with his siblings. They loved to run around the yard and Gossie would always be very concerned when he was separated from his siblings. He would yell to them from wherever he was until he spotted them then would run full force until he reached them. This bond was unbreakable and amazing to see.

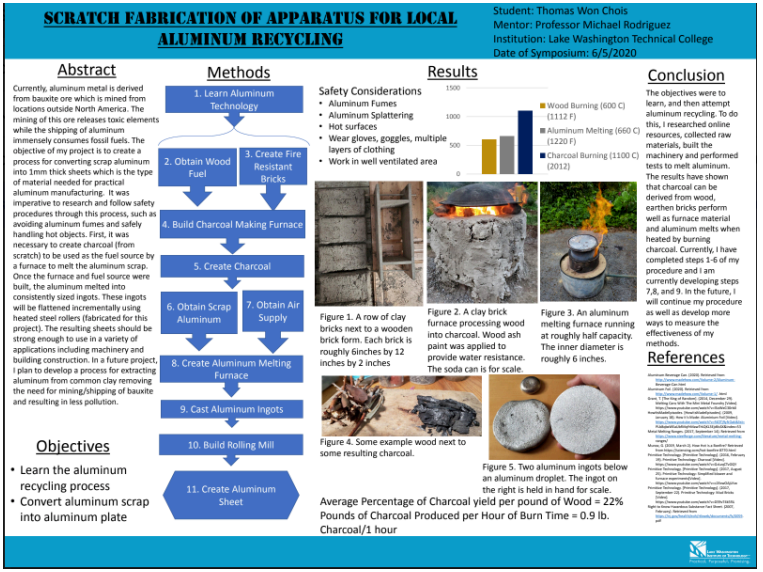
These ducks truly were a family and even if they got mad at each other they would never leave each other behind. They really are the best of friends and never get sick of each other. They share each other's highs and lows and are always willing to hang out. And I am so incredibly grateful to be a part of it. I love so to see the ducks every day and they follow me around wherever I go, they really did imprint on me. But they also taught me something that a true friend will never get bored of you and will never want to leave your side. I am so grateful to be a part of their flock so while I'm hand-feeding Gossie treats every day I think of the little duckling that I stayed up all night with and proved to him that I too could be a good friend.

Scratch Fabrication of Apparatus for Local Aluminum Recycling

THOMAS WON CHOIS

Personal Statement

I have always been interested in recycling metals because they can be recycled an infinite number of times without any loss of material. I dream of a future where we continue to live excessive lives without producing a single piece of waste. Last year, the research that I collected had convinced me that only charcoal would burn hot enough to melt aluminum. However, this year I destroyed my own preconceptions by using common lumber to do the same. Technology moves fast and we are lucky to be living in such a time.



Scratch Fabrication of Apparatus for Local Aluminum Recycling by Thomas Choi

Sunflower Renewable Sources

KAELANI ELYSE HOUCK

Personal Statement

Sunflower Renewable Sources is a company that I created to create a logo for in my design class. The company specializes in using sunflower hulls as a plastic alternative since it is 100% biodegradable and currently being used in different office furniture. I wanted to create a company that helps the environment and with our current pollution problem, I hope in the future this company will exist to help our planet. The design is a logo that has sunflower petals surrounding the planet.

Sunflower by Kaelani Elyse Houck

The Effects of George Floyd on American Social Justice Movements

JACQUELINE ROSE PIPINICH

Personal Statement

My name is Jackie Pipinich and I am a baking arts major. English has always been one of my strongest subjects; I love how the platform makes it easier to express myself. The events preceding the Black Lives Matter movement were, to say the least, emotional and impactful. I feel as though this essay was a small way for me to show some solidarity in the events unfolding around us.

On May 25th, 2020, one George Floyd was killed by Officer Derek Chauvin via suffocation. This incident has caused a large shift in Social Justice movements, resulting in acts of protest, artistic expression and the removal of historical landmarks representing confederate values. Overall, there has emerged a greater push to end racist ideologies and hold those who show them accountable. Floyd was a final tipping point that encouraged the American people to look into the various acts of normalized institutional racism present in our society. The death of George Floyd has had an overall massive impact on American Social Justice movements.

After the reports of Floyd's death, protests, marches, and gatherings grew almost overnight. Some reports estimate roughly fifteen to twenty-million people have been involved in some sort of protest since that day. To compare, protests in 2018 and early 2019 focused specifically on Black Lives Matter had no notable protests or events, save for a few smaller, local gatherings. In terms of digital movements, the #BlackLivesMatter tag was used an average of 17,000 times from July of 2013 to May of 2018 and #GeorgeFloyd had topped Twitter's trending chart with over 96,000 mentions. In

contrast, the usage of the same tag rose to roughly 47.8 million uses between May 26th and June 7th of 2019. The effect of Floyd's death had caused an increase of activism over nearly 50 million mentions digitally and about twenty million physically.

A separate effect of Floyd's death lies in the inspiration for people to begin dismantling structures glorifying confederate figureheads in American history. Since the incident, statues have been removed- either by mob justice or actions taken by local governments. Some examples include: Jefferson Davis (Richmond, VA), John C. Calhoun (Charleston, SC), a confederate monument (Portsmouth, VA), etc. There are roughly 130 similar examples that have occurred across America since Floyd. These statues have often been accepted by historical societies and museums in order to preserve the historical significance without the glorification that comes with the display. The idea of removing an official statue of anyone was hardly mentioned before Floyd kindled the inspiration for people to incite mob justice against statues representing America's more racist phases.

A final development that evolved from Floyd was an increase in public art and expression involving the BLM movement. A notable example of this would be the actions of Mayor Muriel Bowser, who commissioned a piece to be painted in light of the new protests. The bright yellow letters reading the phrase "black lives matter" spanned the entire street and were painted on 16th street leading up to the White House. A similar mural was later painted in front of Jack Yates High School; the school that Floyd himself attended. This example spanned two blocks, bearing the same message in the school's team colors. These are hardly the only examples; many being smaller murals -and in some cases, graffiti- done by locals for their community. Often done by those attending protests, these murals often depict bright colors, the face of Floyd or other notable black figureheads, and a plethora of accompanying messages and quotes. The increase in both official, commissioned artwork and acts of individual artistic protest have risen drastically and proudly display Floyd as the inspiration behind their pieces.

To conclude, the murder of George Floyd was one of the final events that pushed America into a storm of political activism. Country wide protests, artistic expressions and removal of confederate glorification have all played a part in the shift of political ideologies now held by most Americans. The occurrence did much to shed light on the issues facing America's colored population and the people reacted accordingly in many different ways. Statues of notable African American innovators and figureheads now stand where confederate leaders did. The phrase "black lives matter" is now widely recognized; and anyone who walks up 16th street of Pennsylvania Avenue will walk along the same infamous phrase. The death of George Floyd has provided a massive change in political ideologies and social justice that is still being seen today.

Works Cited

https://www.nytimes.com/interactive/2020/07/03/us/george-floyd-protests-crowd-size.html

https://www.pewresearch.org/internet/2018/07/11/an-analysis-of-blacklivesmatter-and-other-twitter-hashtags-related-to-political-or-social-issues/

https://apnews.com/article/80d971be4f01869553a247b8d62ccb7b

https://www.cnn.com/2020/06/09/us/confederate-statues-removed-george-floyd-trnd/index.html

https://www.nbcnews.com/news/us-news/these-confederate-statues-were-removed-where-did-they-go-n1240268

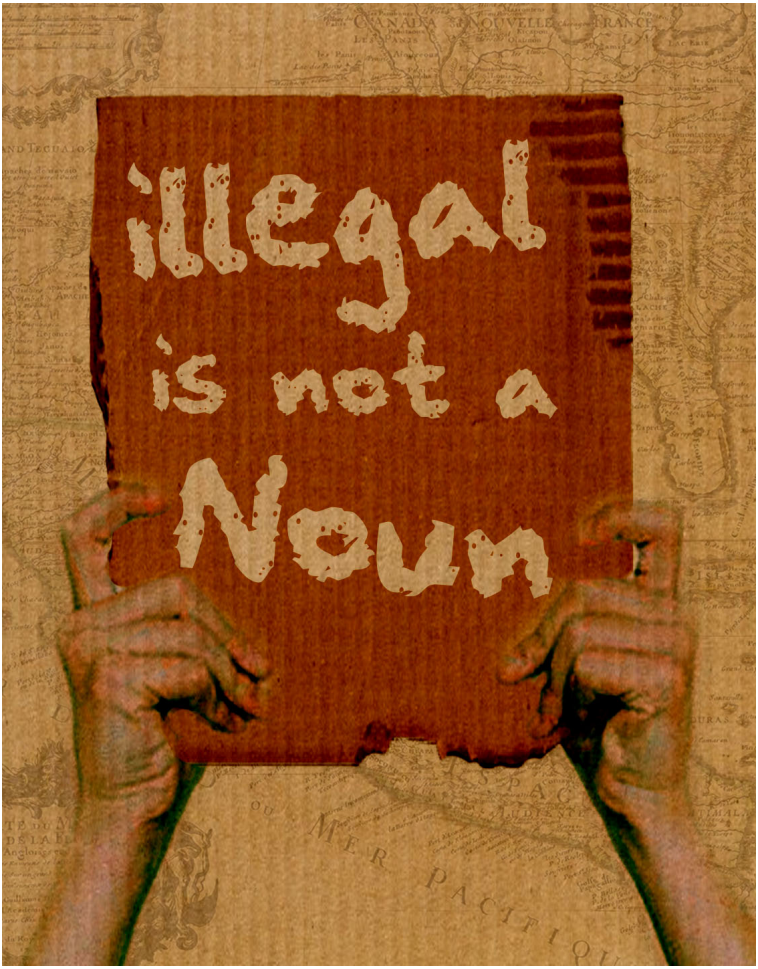
https://www.nbcnews.com/news/us-news/these-confederate-statues-were-removed-where-did-they-go-n1240268

Illegal is Not a Noun

DAKOTA WILLIAMS

Personal Statement

My name is Dakota Williams, I am an aspiring animator and graphic artist. The work I've submitted is meant to bring attention to the unethical use of the word "Illegal" in the context of undocumented immigration. I feel that it is dehumanizing to refer to human beings in such a way. I would like people of opposing views to see this work and understand that undocumented immigrants are not objects and they are worthy of respect. I created this piece for the Amplifier website as an assignment for Thomas Green's Art 102 class. I would like to thank him especially.



Illegal is Not a Noun by Dakota Williams

Windows and Mirrors: Why Positive Representation of Disabled and LGBTQ+ People In Media Matters

CASEY ALLYN

Personal Statement
Last year, I did a final project on the history of the LGBTQ+ rights movement. I strayed a bit from the assignment, though, and ended up focusing on the history of LGBTQ+ issues in visual media. The history I learned fascinated me, and I found myself wanting to dig deeper. So this paper was an opportunity for me to learn more about the progress we've made in representing marginalized and stigmatized populations, and how far we still need to go.

Abstract

This paper explores the impact that positive media representation has on the self-esteem and public image of people belonging to the Disabled and LGBTQ+ communities. Research was gathered from various behavioral studies, news articles, trend reports, and firsthand accounts of the issues discussed. The gathered sources provide relevant information about the effects of young people seeing characters in TV and movies that reflect their traits. They also provide statistical data regarding various topics such as diversity of gender identities, sexualities, and disability statuses in various areas of media production. From the information gathered, the conclusion was made that diversity in media is very important

for the self-esteem of young people, as well as presenting a more accurate and less biased view of the world. In other words, it is important for people to see both characters similar to themselves and characters very different than themselves.

Keywords: diversity in media, disability in media, media representation, LGBT in media, why representation matters 3

Why Positive Representation of Disabled and LGBTQ+ People In Media Matters

For centuries, people who are different have been excluded. People who don't look like most everyone else, or don't believe the same things, or who go beyond social norms to pursue happiness. These people have often been outcasts, devalued and attacked by the local government, and have had to form strong internal connections in order to survive. But even then, their well-being was often dictated by the whims of those in power. People who ostracized them, who – in truth – probably didn't know very much about them at all. Think of how European colonization forced arbitrary, harmful borders on African nations that had millennia of history. Overall, people are hurt by ignorance. The public having an inaccurate or incomplete knowledge of a population, organization, or culture causes harm to the members of that population, organization, or culture. This has been the case for millennia.

In more recent years, the advancement of technology has allowed knowledge to spread faster and farther than ever before. But though means of spreading information have improved, the people providing the information have changed very little. In visual media such as cartoons, TV series, and movies, minorities are often represented negatively or inaccurately, leading to people who have little exposure to these groups having a skewed perception of them. In particular, the Disabled community suffers from blatant misrepresentation and faulty information about various disorders

being presented by popular media. They and the LGBTQ+ community are often demonized by media that hundreds of millions of people consume around the world. This is a serious problem that breeds seemingly endless hate and ignorance toward the people who belong to these groups.

How Media Is Doing Today

Over the past decade or so, there has been a decided increase in positive LGBTQ+ and Disabled representation in media. Many studios and producers have been carefully phasing in characters with autism, lesbian and bisexual characters, deaf or blind characters, characters with low 4 mobility or mental illnesses. Some of these characters help educate viewers, and some are harmful in the way they are written. For instance, a trans woman character who is portrayed as perverted and pushy only strengthens existing negative stereotypes about trans women and is therefore detrimental to progress. Positive representation of LGBTQ+ and Disabled people in media can be anything from simply portraying these people as human to actively having the character go about dismantling harmful systems. What all representation has to have in order to be considered positive, though, is simple: it must be accurate, and it must be honest. Accuracy means script writers doing research and submitting their work for review. Honesty means that the piece of media doesn't try to trick viewers into seeing a character any certain way. It also means that Disabled characters are played by Disabled actors and LGBTQ+ characters are played by LGBTQ+ actors. In 2016, only 5% of Disabled characters were played by Disabled actors (Wagmeister, 2016).

Note: I use the word "queer" in this essay as a matter of convenience. The term is used as a slur in certain areas and should ALWAYS be used with caution and sensitivity, especially by those who are not part of the LGBTQ+ community.

The phenomenon of misrepresentation may seem like a trivial one on the surface, but with further research, it is found to be a serious issue. To use a different example, think of how white actors used blackface for over a hundred years in minstrel shows and how it distorted the white community's perception of Black people. Misrepresentation can be used almost as a form of propaganda – the group portraying these characters can say anything they want about the group they're representing and the audience will likely believe it. Though around 25% of American adults have disabilities according to the CDC (2018), only 3.5% of characters on American TV series had disabilities in 2020 (Deerwater). In addition to being insufficient, much of the representation that exists perpetuates harmful ideas about the people being represented. Raina Deerwater and Megan 5 Townsend – with the Gay Lesbian Alliance Against Defamation, an organization that has been fighting for fair representation of LGBTQ+ and other minority groups since 1985 – found that harmful tropes about bisexual+ characters (characters attracted to two or more genders) include "depicting bisexual+ characters as inherently untrustworthy, adulterous, scheming, obsessive, or as having selfdestructive behaviors," as well as treating bisexual+ relationships as "transactional" and even removing mentions of bi+ identities in their entirety (2020). Representations of Disabled people are significantly worse, likely due to the much longer history of stigma against Disabled people. The wiki TV Tropes, which is dedicated to accurately documenting recurring plot elements in visual media, notes that there is a special breed of "Hollywood autism" which almost exclusively portrays people with autism as "a white, cisgender [someone whose gender matches their birth-assigned sex], heterosexual male" and if the character is an adult, "he's most likely to be the Idiot Savant [socially awkward but brilliant in a certain field], a creep, or simply a Manchild/Kiddie Kid [incongruently immature]" (Hollywood Autism, 2021). This type of representation is generally unhelpful, since it inaccurately presents aspects of autism and does not display the massive diversity among people with autism. Hundreds of harmful tropes persist because of

stigma, tradition, and an unwillingness to risk angering homophobic and ableist audiences.

How Representation Can Help Queer and Disabled People

"'If you see people who look like you and act like you and speak like you and come from the same place you come from … it serves as an inspiration,'" said one teen, quoted by Rawan Elbaba in an article for PBS (2019). The article explores how seeing characters representing a minority that you belong to increases self-esteem. Similarly, being underrepresented leads to lower self-esteem. "'It just makes you feel like, 'Why don't I see anybody like me?' [It] … brings your self-esteem down,'" reported a high schooler in California. A study conducted by researchers with the University of Michigan found that young white boys' self-esteem was improved when watching popular media, but young girls and people of color were observed to have a lowered self-esteem (Martins, 2011, pp. 338 – 357). This is because of a phenomenon known as symbolic annihilation, "which is the idea that if you don't see people like you in the media you consume, you must somehow be unimportant," according to Nicole Martins, one of the study's authors (Boboltz, 2017). Though this study focuses specifically on race and gender representation, the same principles are true for any marginalized group. The principle of symbolic annihilation applies to children with disabilities and children that are coming to realize that their gender or sexualities aren't what's considered "normal". The conclusion that Martins and Harrison came to in their study proves an important point: that when children see characters sharing traits with them, their self-esteem is improved. This is especially true and especially important for traits that are often criticized or frowned upon by the children's peers. Media needs to show that being different is not a bad thing.

Windows and Mirrors

When referring to children's books and media, the terms "window" and "mirror" are often used (Diversity, 2021). A piece of media that is a "window" shows viewers points of view they may be unfamiliar with, such as people from other countries or with different religions. A "mirror" shows viewers characters or perspectives that they themselves identify with, such as people with ADHD seeing characters with ADHD or pansexual people seeing pansexual characters. What each child's window and mirror media is depends on the child's background and identity, of course. A young Pakistani girl may see a movie about a white male soccer player and think of it as a window, whereas a white boy would see it as a mirror. Mirror media helps children's self-esteem by showing them that there are others like them who live peacefully in the world. Window media shows people outside those groups a small part of a new perspective. It helps build empathy, understanding, and a more holistic and accurate view of the diversity of the world. It helps to lessen prejudices formed about groups that children may have no real-life contact with. However, stereotypes in media can – intentionally or unintentionally – create even worse prejudices. Think of how people with Tourette's syndrome are often portrayed as swearing loudly at inappropriate moments. This is an inaccurate representation of how Tourette's works and can cause people who don't know better to be wary or nervous around people who they know have Tourette's. Similarly, people living with HIV and AIDS are stereotyped and hushed up in media, with only three characters living with HIV/AIDS in the 2020 TV season (Deerwater, 2020) and even the mention of the virus "still treated as taboo," according to TV Tropes (The disease, 2021). Both windows and mirrors are vital for children to have a healthy view of themselves and the world. Prejudice stems from ignorance, so destroying ignorance leads to lessened prejudices. A Huffington Post article by Boboltz and Yam (2017) found that on-screen stereotypes greatly affect how people

see certain groups. "…'Latinos are violent,' or 'Asians are invisible,' or 'blacks are this' or 'women are that,'…" are all formed by the common portrayals of these groups, and they are all harmful. So it stands to reason that a positive – or at least accurate – portrayal of any given group would help create a more positive or accurate perception of those who belong to the group.

Representation in the Art, Representation in the Artists

Many people have done studies on how seeing oneself represented in popular media improves self-image, but there is still one major problem: those who make the rules are in the small group that always, always sees themselves on screen. It may be hard for white men to realize that there's a problem with lack of representation, because they have never experienced it. Sandberg with The Hollywood Reporter found that only 32% of Hollywood executives were women and only 8% represented minorities (2020). This being the case, even if every executive in Hollywood made a piece of media that provided a window into their lives, there would still be very little variety represented on screen. That is not to say that all white men have the same life experience, but the small slice of the world that can be seen through any one group's eyes is severely limited. Moreover, lingering remnants of the Motion Picture Production code – also known as the Hays code, put into effect in 1930 – still cast long shadows over modern media. The Hays code strongly encouraged filmmakers to avoid portraying LGBTQ+ people as happy or good. This led to a long series of harmful 8 tropes about queer people, and many well-known villains deliberately being given traits associated with queerness in order to cast queer people in a negative light. Look at Disney's The Little Mermaid. The villain Ursula's visual design was heavily based off of the drag queen Divine (Dart, 2017). This and countless other instances of what is

known as queercoding subtly create the perception that LGBTQ+ people have a natural tendency towards vice, unhappiness, and evil.

Hope for the Future

Now, though, one can see how media is beginning to heal. Popular children's animated series are beginning to have explicit, positive representation of Disabled and queer people. Series like Avatar: The Last Airbender (Nickelodeon), Adventure Time (Cartoon Network), She-Ra and the Princesses of Power (Netflix), The Dragon Prince (Netflix), and Steven Universe (Cartoon Network) all contain one or more main characters with disabilities and/or non-straight sexualities. Though these shows are all targeted towards children under 12, an entire generation of queer and Disabled people have clung on to these new characters as lifelines of hope. When a character in She-Ra and the Princesses of Power was revealed to have two fathers, the entire LGBTQ+ community was overjoyed and immediately began excitedly discussing the characters and their implications to the show's meta-narrative. When Steven Universe used multiple queer relationships to explore complex interpersonal dynamics instead of showing simple one-dimensional romances, the community praised the creators of the show for going beyond the baseline definition of positive representation. When a deaf, female general in The Dragon Prince formed a romantic relationship with a woman, people from every part of the Disabled and queer communities were cheering her on and showering the show's creators with love. All this to say, stories matter to people. They matter a lot. The human race has told stories since they learned to communicate, and it's often a civilization's myths and legends that get remembered through the ages. Stories are how people see the world beyond themselves. So it's important that they see the world as it is. And while viewers have a responsibility to think critically about what they watch, the creators have a greater responsibility.

The exclusion and misrepresentation of whole populations of people only upholds and strengthens the stigmas and biases that society has toward oppressed people. Disabled people make up 20% of the population. Yet they are rarely mentioned in media. Queer people have existed just as long as cisgender and heterosexual people. Yet they are stereotyped and stigmatized in the stories people write. People of color, people with different religious beliefs, anyone who isn't seen as "normal" is hidden and hushed up. It does make a difference. Children grow up thinking that they aren't right. They think that they are abnormal, or broken, or unlovable. And while there are many reasons why this happens, the effects can be lessened by showing children people like them who aren't broken. Rick Riordan, the prolific author of the Percy Jackson and the Olympians series, among many others, specifically wrote the main characters with ADHD and dyslexia, because his son had both of those conditions. He wrote heroic characters with disabilities because "'learning differences don't mean there's anything wrong with you. In fact, it is a mark of being very special indeed'" (Bell, 2019). Media is improving, but there's still a long way to go. It's long past time that the world saw just how incredible the world is. Not the narrow, hyper-focused world that is currently shown, but the whole, wide, vibrant, beautiful variety of human life that exists just behind the screen.

References

Avery, D. (2021, February 24). Americans are identifying as LGBTQ more than ever, poll finds. NBC News. https://www.nbcnews.com/feature/nbc-out/americans-are-identifying-lgbtq-more-ever-poll-finds-n1258627

Bell, T. (2019, March 1). In Rick Riordan's world, ADHD is heroic — INTERVIEW. Romper. https://www.romper.com/p/in-rick-riordans-world-adhd-is-heroic-interview-16007216#

Boboltz, S., & Yam, K. (2017, February 24). Why on-screen representation actually matters. HuffPost. https://www.huffpost.com/entry/why-on-screen-representation-matters_n_58aeae96e4b01406012fe49d

Buckley, C. (2020, February 5). For the disabled in Hollywood, report finds hints of progress. The New York Times. https://www.nytimes.com/2020/02/05/arts/television/disabled-hollywood.html?searchResultPosition=1

CDC: 1 in 4 US adults live with a disability. (2018, August 16). Centers for Disease Control and Prevention. https://www.cdc.gov/media/releases/2018/p0816-disability.html

Dart, C. (2017, August 23). How Divine inspired Ursula the sea witch. The A.V. Club. https://news.avclub.com/read-this-how-divine-inspired-ursula-the-sea-witch-1798243255

Deerwater, R., & Townsend, M. (2020, May). Where we Are on TV 2020-2021. Gay Lesbian Alliance Against Defamation. https://tinyurl.com/4esz2xyr

Disabled kids feel underrepresented on TV. (2003, Aug 14). New York Amsterdam News. https://tinyurl.com/rvujt539

Diversity in media and why visibility matters. (2021, March). Anti-Defamation League. https://www.adl.org/education/resources/tools-and-strategies/diversity-in-media-and-why-visibility-matters

Elbaba, R. (2019, November 14). Why on-screen representation matters, according to these teens. PBS NewsHour. https://www.pbs.org/newshour/arts/why-on-screen-representation-matters-according-to-these-teens

Groves, P. (2003, Nov 21). Perspective: Disabled teenagers call for a positive TV image ; A conference takes place in Birmingham today to highlight the current lack of representation of disabled children in mainstream television. Paul Groves reports: [FIRSTedition]. Birmingham Post. http://168.156.198.98:2048/login?url=https://www-proquest-com.vwlmcproxy01.lwtech.edu/newspapers/perspective-

disabled-teenagers-call-positive-tv/docview/323862950/se-2?accountid=1553

Hollywood autism. (2021, March 17). TV Tropes. https://tvtropes.org/pmwiki/pmwiki.php/Main/HollywoodAutism

Martins, N., & Harrison, K. (2011). Racial and gender differences in the relationship between children's television use and self-esteem. Communication Research, 39(3), 338–357. https://doi.org/10.1177/0093650211401376

Sandberg, B. (2020, October 22). Diversity improves among TV actors but execs still largely white and male, study finds. The Hollywood Reporter. https://www.hollywoodreporter.com/news/diversity-improves-among-tv-actors-but-execs-still-largely-white-and-male-study-finds

The disease that shall not be named. (2021, March 14). TV Tropes. https://tvtropes.org/pmwiki/pmwiki.php/Main/TheDiseaseThatShallNotBeNamed

Wagmeister, E. (2016, Jul 19). Television: Able-bodied actors play 95% of TV's disabled roles. Hartford Courant. http://168.156.198.98:2048/login?url=https://www-proquest-com.vwlmcproxy01.lwtech.edu/newspapers/television-able-bodied-actors-play-95-tvs/docview/1805217488/se-2?accountid=1553

Hear Our Voice

KAELANI ELYSE HOUCK

Personal Statement

Hear Our Voice is an amplifier campaign that's mission is to make sure that every female's voice is heard and being represented. I wanted to represent this campaign and design a poster for them because I, as a woman, feel as though our voices aren't heard enough or heard at all. This design has a peaceful connotation so that others know that we are not here to cause tension we just want to be heard and be represented correctly.

Hear Our Voice by Kaelani Elyse Houck

I Believe in Helping Others

DEB KNAUS

Personal Statement
I am a new student at LW Tech and I am so happy to be a part of this community. I learn something new every day and am meeting the most amazing people. I am studying Behavioral and Social Sciences. My narrative essay reflects what started my wanting to help people.

I believe in helping others.

I cannot imagine going hungry. When I was a child, we did not have a lot. But I did have the love of my family, a roof over my head, and food on the table. I believed other families had all this too. I was wrong! I had seen those struggling to afford food or not having a place to call home portrayed on TV shows or in Lifetime movie. It always seemed liked that, fiction not something that really happened. A make-believe story not real life. Then in the early evening hours while driving home from work; at 18 years old I, I saw it! A man holding a sign that read," Will work for food". He looked exhausted and hungry. On the other hand, he also looked like someone who could live in my neighborhood, just a regular guy. I nearly crashed my car over the thought of someone willing to work for a meal. It was like finding out Santa Claus was not real.

After a frantic fifteen-minute drive, I was back in the comfort of my own home, where I lived with my siblings, mom, and Nana. We had well stocked cabinets and a refrigerator full of food. I quickly began making sandwiches and gathering various cans of fruits and vegetables to put in a bag for the gentleman down the street. I added paper plates, napkins, and utensils to the bag: A simple act of civility. I vividly remember grabbing one of our extra can openers and putting it in the bag. All I could think about was that this hungry person may not have a way to open the cans that I was giving him. As quickly as I got to my house, I turned around with two bags full of food and headed back to the man with the sign.

In the many years since that incident, I have never forgotten that man with the sign. He was the beginning of what has turned out to be a life destined to help others. I continue to volunteer at homeless shelters and cook and donate food to those that are food insecure. In my car I carry emergency bags with water, socks, and snacks to give out to those on living on the streets; additionally, I am working towards a degree in Behavioral and Social Sciences. My hope is to do even more for those in need. At fifty years old I believe strongly that every human has the right to have their basic needs met: Food, water, and shelter. If someone cannot provide these things for themselves it is up to others offer aid. It is up to me to act. It is up to me to help! “If not us, who? If not now, when?”-John F. Kennedy

I Believe in Drives

GRACE MARILYN DEISHER

Personal Statement

Hello, My name is Grace Deisher and I love writing and expressing my creativity. I love sharing and bonding over amazing experiences in life. Along with writing I also love other aspects in creative arts such as photography and just some pen and paper art and drawing! I love expressing myself through these hobbies. Another interesting thing about me is even though I love the arts I am also very fascinated with automotive hobbies and that lifestyle. I am currently studying at Lake Washington to get my degree in and become an Auto Body Repair Technician.

What does that mean?

The windows down, sunroof open, the sun glazed across my body. Country music playing, cars racing by and my foot to the gas. Wanting to close my eyes to enjoy how tranquil my life is at this moment.

I believe car rides and drives for me are serene and they let me breathe and take a break from the world just for a second. I believe this is the case for people who don't even realize it. With driving there's a lot of laws and rules that can make driving seem boring or inconvenient. I view those laws as beneficial in more ways than most. such laws saying no phones while driving, no eating or drinking and no distractions to keep us and others safe on the road. While that's important I think these laws do more than just keep us safe.

I've noticed as a passenger, as well as being the driver, that some of the best views I've seen or times I've had with my friends and family have been in the car and on drives. Even more than when we meet our destination. Why is that? All the distractions and disturbances are gone. It keeps you from really listening to someone or really looking at what's around you and in front of you.

When you're driving and see a breathtaking view, you instantly want to try to take out your phone and try to capture that moment, but you can't. So you continue driving and don't take your eyes off the road or the view in front of you. You're drawn to it no matter what. You feel like you have no surroundings besides that steering wheel and the view in front of you.

The Windows down, sunroof open, the sun glazed across my body, country music playing, cars racing by and my foot to the gas. Wanting to close my eyes to enjoy how tranquil my life is at this moment.

This moment is when it all started. My feelings of drives after this specific moment changed forever and made me appreciate it and see it in a whole new light. It was like a breath of fresh air. My life felt like it was spinning that day, a million thoughts in my head, with my eyes locked to my phone trying to zone out my thoughts but it not working at all.

Seeing the sun shine through the window onto my bed made me want to take my keys, get in my car and just drive and feel the sun hit my face, so that's what I did.

Sticking my hand out the window with my head pushed against the headrest with the only worry I have is making sure I don't shut my eyes from how at peace I feel. I drove over a hill, and sunlight struck me in my face, it was hidden behind the mountains peeking over causing the mountains and sky to form a sight with countless colors and make it look like a textured painting. At that moment it almost felt like time stopped, I just faced forward leaning back with the wind pushing my hair back for me while country music played on the radio.

Moments like that, where I'm driving and I have a pause button, no texts, no phone calls, no thoughts crowding my mind because I'm focused on where I should go next or what I see up ahead. I believe in going on drives to clear your head to have it as a pause button. I believe that driving is an escape from reality.

This I Believe: Opportunities for Anyone and Everyone

KAITLYN RUTH MAIN

Personal Statement
My name is Kaitlyn Main and I wrote this essay in my English 101 class with Professor Schimke. I'm going to school for funeral services.

I believe in acceptance and equality.

More specifically, I am talking about the acceptance and equality for those in the disabled community. However, in this essay I'm not going to call them disabilities; I am going to call them gifts.

When I was seven years old my baby cousin, Nikki, was born. She was born with a rare defect in the spine called Spina Bifida. This is basically where a baby's spine is not fully developed when it is born. In Nikki, specifically, it caused paralysis from the waist down and several other complications, resulting in her development being delayed. At the young age that I was, her medical information didn't really make sense to me; so she was just Nikki in my eyes.

Even after growing up with her and seeing the obstacles that she faced and understanding her medical background, I still just saw my happy-go-lucky cousin Nikki. But, growing up with her I also noticed that other people did take notice of her "gift", and not always in a positive way. This frustrated me and I saw the stigma connected to people with disabilities. This didn't stop her though. She went on to dance on a dance team, swim for the special olympics, and join a softball team. On top of all that, she inspired so many people, me included, to just keep pushing through life no matter what life threw.

Shortly after her death, I became a job coach for adults with "gifts" that might make it harder to find or be successful with a job. Not very many companies want to take on an employee with gifts,

unfortunately, whether it's corporate greed, prejudice, or being too afraid. However, a job, making an income, being a part of society, is so important to anyone in life. Why would it be any different for someone with a gift?

I believe in opportunities and acceptance. Equality is a never ending battle in this world, but I'm here to be an ally for the disabled community.

This I believe: In second chances

NICOLE HERNANDEZ-SEGOVIA

Personal Statement
Hello, my name is Allison Hernandez-Segovia. this is my first year at LW tech. The essay I am submitting is about second chances and my experiences with them.

I believe in second chances.

Although at a young age people have proven ways to hurt me, such as being racist, hurting me mentally/physically, and discriminating against me. I believe we all have a second chance to become a better person. Growing up I dealt with abuse from my father and step-mother and it impacted me mentally because on top of that, I was dealing with racism at school. As I got older and learned the truth behind all this madness, I decided to give the people that hurt me a second. To be honest, I got a second chance at life as well.

Personally, I feel like I had a second chance in life when I was drugged by my friend at a study group and woke up alive again after almost falling into three comas and having mini seizures. This second chance made me realize that what I was doing was wrong and that the people I was hanging out with were not true friends. I took this experience as a learning lesson and it made me realize that I needed to get help mentally and needed to get my act together. I wanted to become the person I have dreamed of becoming but in order to become her, I decided to focus on school, cut the negative people out, and focus on myself and my mental health issues.

Although it hasn't been easy, this made me forgive those who once hurt me and made me realize that we all deserve a second chance in life because we are humans, and we all make mistakes that we end up regretting. As Maya Angelou once said, "I did then what I knew

how to do now that I know better, I do better". I think about this quote a lot when making choices because it makes me reflect more on things. I know I am young, and I have a lot more to learn but sometimes I feel as if I learned too much already, and it scrambles my brain sometimes.

If anyone were to ask me to give my dad a second chance or my old best friend a second chance, I would say no, because I have given them over 5+ chances and I believe that two chances are enough for one person. Sadly, we can't force people to change; they have to want to change and become a better person for themselves. Sometimes, that means to give a person their space... even if you don't want to let them go. I believe we all deserve a 2nd chance in general.

Sunbraving

CIARAN BYRNE

Personal Statement

This was made for ART 205, a human life drawing class. I've almost never drawn people before and have little art experience, but we met in person to draw for a couple weeks and I found the experience highly rewarding. One of the mediums we experimented with was ink, which I found both very natural and very fun. It's not as refined as many of the pieces I saw but overall I think it's just pretty cool to look at!

Sunbraving by Ciaran Byrne

What Are the Implications of Mental Illness on Suicide Risk and Prevention?

JARRAI GASSAMA

Personal Statement

My name is Jarrai Gassama and I recently completed my Nursing Program at LWTech and I currently work as a psychiatric nurse. This work was an assignment I did from my English 102 class. I chose this topic because, recently we have seen an increase in the rate of suicide in our communities among mentally ill people. Therefore, the goal of writing this paper is to educate people about suicide warning signs in order to help prevent suicide.

Abstract

Before I started working as a psychiatric nurse, it never occurred to me that I can work in a mental health or behavioral facility. Individuals with mental illness are commonly perceived as aggressive and assaultive. These presumptions initially influenced my decision for not going into mental health nursing. However, when I finally decided to work at a mental health institution, my entire paradigm and thinking about mental health illness changed. Contrary to the popular opinion, mentally ill individuals are not generally aggressive or assaultive but are vulnerable individuals experiencing various challenges related to their illnesses. Mental illness put individuals at risk for several unpleasant circumstances such as drug addiction, dysfunctional family, hopelessness and of course suicide. This paper discusses the relationship between

mental illness and suicide, risk factors for suicide and strategies to prevent suicide.

What are the Implication of Mental Illness on Suicide Risk and Prevention?

There has always been debate over the issue of whether individuals with mental illness are at greater risk for suicide compared to the general population. The controversy is ongoing, and more research is needed to explore the mechanisms of how mental illness puts people at risk. But whatever position one holds, the fact of the matter is that there is a strong relationship between mental illness and suicide, and many people who attempt or complete suicide have some challenges related to some kind of mental disorders. According to Brådvik (2018), a recent psychological autopsy (a psychological profile to determine the mental state of someone who is already deceased, usually by suicide) revealed that about 90% of individuals who committed suicide have one or more mental disorders and the risk of suicide increases by 5-8% if they have mental disorders such as depression, alcoholism and schizophrenia. There is no doubt mental illness increases suicidal risk. Thus, understanding and recognizing the risk factors can help prevent suicide.

The term "suicide" is complex to understand, and its meaning can be interpreted differently by different people. However, understanding the word "suicidal ideation" or "suicide attempt" can help us to understand the word "suicide" better. Suicidal ideation means having thought of ending one's life while suicide attempt is doing an act with the intension of dying but surviving from the act. Therefore, suicide is an act of self-harm that results in ending an individual's life. According to Center for Disease Control and Prevention (CDC) suicidal ideation refers to "thoughts of engaging in suicide-related behavior" while "Suicide attempts refer to non-

fatal self-directed potentially injurious behavior with any intent to die as a result of the behavior" that may or may not result in injury and Suicide refers to "death caused by self-directed injurious behavior with any intent to die as a result of the behavior" ((as cited in Sachs-Ericsson et al., 2016). Like suicide, the definition of mental illnesses can be complex and broad, but for the purposes of this paper, focus will be on mental illnesses that have greater relations with suicide such as depression and schizophrenia.

Depression is a lifetime battle that puts individuals going through it at a great danger including suicide. Individuals with depression experience isolation, low energy and negative thoughts that put them at risk for suicide. According to Meyer et al. (2017) an individual going through depression "will usually experience a mood disruption that affects his or her thoughts, feelings, behavior and overall wellbeing" (p. 149). Untreated depression has the potential to wreak havoc and ruin an individual's life if help is not sought promptly. Research by the American Association of Suicidology (AAS) reports that "in individuals with untreated depression, the life risk of suicide ranges from 2.2% to 15%." ((as cited in Meyer et al, 2017). A recent interview of Megan Markle (wife of Prince Harry, a member of the British royal family) by Oprah Winfrey supports this claim. When people feel depressed, stressed and overwhelmed, not seeking for help can trigger thoughts of suicide. Markle stated, "I was really ashamed to say it at the time and ashamed to have admit it to Harry.... But I knew that if I didn't say it, then I would do it. I just don't want to be alive anymore" (CBC, 2021). These statements by Megan were profound and disturbing and one can conclude that stress and depression dealing with the challenges she faced caused her to consider suicide.

Depression is one of the major risks of suicide among individuals with mental illness. As reported by American Association of Suicidology (AAS) "Individuals with clinical depression are at a 25 times greater risk for suicide than the overall population" (as cited in Meyer et al, 2017). Depression not only increases the risk of suicide but also leads the individuals to engage in acts that further

increase their risk for suicide such as alcoholism, drug abuse and self-injurious behaviors such as cutting. Substance use disorder such as alcohol and drug misuse negatively impact mental health, but alcohol misuse among individuals with depression has the strongest association with suicide. (Østergaard et al., 2017). Most of the antidepressants have almost the same adverse effects as alcohol. When taken in large amount, they can lead to respiratory depression. Thus, in most cases, when people with depression attempt or commit suicide, they overdose with alcohol in combination with antidepressant medications and other illicit drugs such as heroin. (Just last week, one of my patients was admitted for overdoing on alcohol, 10 pills of 5mg of Ativan and heroin.) Like depression, other mental illnesses such schizophrenia also increase suicide risk.

Psychotic behaviors as seen in individuals with schizophrenia increase suicidal thoughts and attempts. Individuals with schizophrenia often experience mental crises that affect their emotions and their ability to think or act right. As reported by Meyer el at. (2017), "twenty to forty percent of people diagnosed with schizophrenia have attempted suicide and 4% to 10% complete the act of suicide" (p. 158). The inability to make the right decisions often puts these individuals at risk for suicide and other self-injurious behaviors. According to Meyer el al. (2017), "fear of mental disintegration and drug misuse increase the risk of suicide among people with schizophrenia." (p. 159). Just like depression, alcoholism and drug abuse in individuals with schizophrenia can potentiate suicide risk. As one of my patients with schizophrenia remarked, "The only thing that makes me feel good is drinking alcohol and sniffing my meth. This place sucks and I need to be discharged to do what I know how to do best: get some drugs. I don't care if I die."

Also, worsening of symptoms due to noncompliance with treatment increases suicide risk among individuals with schizophrenia. While medications are prescribed for these individuals to maintain a balance and to help relieve the symptoms associated with schizophrenia such as disorganized thinking,

delusion and hallucination, "poor adherence to treatment" aggravates these symptoms and increases their risk for self-harm, including thoughts of attempting suicide (Meyer et al., 2017). The inability to cope with their illness and the stress associated with hearing voices commanding them to commit suicide often leads to death by suicide.

While the majority of experts hold the view that mental illnesses increase suicide risk, there are others with varying viewpoints who question the role of mental illness in precipitating suicidal behavior. According to Hjelmeland et al, "suicide is about far more than mental illness, and may be about something quite different (as cited in Bantjes, 2017). They argue that socio-cultural and economic issues like poverty, family conflict and lack of access to quality health care services increase risk for suicide (Bantjes, 2017). Also, Brådvik (2018), acknowledges that "depression is strongly related to both suicidal ideation and attempt, but it lacks specificity as a predictor, and little is known about the characteristics that increase the risk of suicide among people with depression" (p. 2). He argued that the risk for suicide should not be determined merely by a psychiatric illness. In his view, "ethnicity and immigrant status" can also significantly influence peoples' decision to commit suicide. According to Brådvik (2018) risk factors such as "language barriers, worrying about family back home, the lack of information on the health care system, loss of status, and loss of social network, often leading to hopelessness, depression, and anxiety" trigger suicidal ideation among immigrants (p. 2).

While it is true that that sociocultural and economic factors like poverty and immigrant status can increase risk of suicide, having mental illness causes far greater risk for suicide compared to experiencing poverty or changes in immigrant status. This is because in addition to their mental health issues, individuals with mental illnesses face other life stressors such as financial problems, domestic violence or legal issues. All these factors contribute to their increased risk for suicide.

But as Meyer et al (2017) mentioned, understanding the

motivation for suicide among mentally ill individuals could be challenging if we do not understand how mental illness interacts with other risk factors (p. 148). According to Meyer et al (2017), "impulsivity, hopelessness, physical or sexual abusive in childhood, previous suicide attempt, drug and alcohol abuse and social isolation" trigger thoughts of suicide among people with mental illnesses. Mental illness can aggravate these factors as well. For example, when individuals have a mental breakdown, they tend to stop working, to become isolative and withdrawn, or to do drugs.

Recently we have noticed an increased in suicidal ideation due to the Covid-19 pandemic. With COVID-19 pandemic, concerns about mental health and substance use have grown, including concerns about suicidal ideation. The rate of suicide can definitely go up in individuals with mental illnesses due to coronavirus-related stress (isolation, financial problems, domestic violence etc). Czeisler et al. (2020) stated that "the rate of suicidal ideation increases from 4.3% in 2018 to 10.7% since the COVID-19 pandemic began in early 2020."

Recently, I have interacted with many people going through mental health crises who reported increased suicidal thoughts and attempts due to the pandemic. For example, one of my patients when asked what makes him attempt suicide replied, "I cannot stand this covid! I don't know when the covid will end. I don't know whether I will have it. It's just stressful and frustrating. I don't want to deal with it or worry about it anymore." The pandemic is very stressful for many patients, but for some others, the fear of catching the disease gives them extreme anxiety and depression.

In addition to the above risk factors, individuals with mental illnesses are likely to commit suicide after being exposed to someone who committed suicide. As Jordan (2017) explained, "exposure to the suicide of another person, particularly of a close intimate, elevates the risk of suicidal behavior and completion in the person exposed" (p. 616). Thus, witnessing someone who committed suicide is not only depressing and heartbreaking but increases an individual's risk for suicide.

After discussing various ways individuals with mental illnesses are

at risk for suicide, it is important to now consider strategies to implement in order to help prevent suicide. Therefore, establishing suicide prevention strategies such as offering suicide prevention training in mental institution, addressing the issues related to poverty and to provide counseling for those exposed to suicide can prevent suicide.

Training healthcare workers in assessing patients for suicidal risk is crucial for the treatment of mental illness and suicide prevention. According to Bantjes (2017), establishing suicide prevention guidelines such as "clinician training" and providing post-suicide debriefing can reduce suicide rates (p. 2). One of the most important things I have learned as a psychiatric nurse is that 50% of people who die by suicide saw a medical provider in the month prior to their death. This is very alarming due to the fact that the onset of depression is often times detected during a primary care visit. The inability to conduct a thorough and complete screening for depression may lead to the high rate of suicide among individuals with a prior doctor's visit before committing suicide. However, with the initiation of PHQ-2, PHQ-9 and the Columbia suicide rating scale, in 2003, 1999 and 2008 respectively, primary care providers and other healthcare workers can quickly assess individuals for depression and suicide in order to prevent suicide.

As Bandjes (2017) argued, "focusing on psychiatric risk factors and promoting access to psychiatric care for at-risk individual without considering other factors can hinder the effort to prevent suicide" (p. 617). He believes that suicide prevention strategies should also include addressing the sociocultural and economic needs of people such as proving accessible and quality mental health services and providing job opportunities for mentally ill people (p. 617). This is important for suicide prevention because addressing poverty and other financial problems can reduce stress and depression related to financial problems, in turn preventing suicide.

Finally, suicide prevention strategies should include providing counseling and emotional support to individuals at risk for suicide. According to Meyer el at., 2017, suicide prevention strategies should

include addressing risk factors that are "most efficacious such as creating programs that are geared to help individuals battling drugs and alcohol, encouraging and motivating patients to complete treatment regimen and providing emotional support for individuals experiencing "hopelessness and social isolation" (p. 167).

While the issues of mental illness and suicide will always remain a topic for debate, the purpose of the paper is to enable people to understand and recognize suicide warning signs in order to prevent suicide. Oftentimes people avoid talking about suicide due to the fear of eliciting the act of suicide in individual who are at high risk for suicide. However, with the increase rate of suicide globally, it is important to begin the conversation about suicide in our schools, at hospitals, and in the community so as to prevent it. Screening and assessing individuals for suicide allows healthcare providers to determine the individual's risk for suicide in order to provide safety and a collaborative treatment plan to a suicidal patient. As a nurse, one of my roles is to educate and help communities and individuals to identify the risk factors for suicide. Most individuals who die of suicide experience major depressive disorder. Thus, it is important to educate communities about the warning signs of depression and identify resources to help with positive coping strategies. It is also important to immediately refer high-risk individuals with active suicidal ideation to a behavioral therapist for further help. Also, another way to successfully educate individuals about suicide prevention is to use therapeutic communication. Effective nurse-patient relationships create a trusting environment where individuals will be more comfortable to discuss their thoughts freely without being judged. When patients open up about their suicidal ideas, it provides an opportunity to gather more personal information and provide effective nursing intervention that promotes the safety of the patients. While healthcare workers may spend more time with patients, it is everyone's job to prevent suicide.

References

Bantjes, J. (2017). 'Don't push me aside, Doctor': Suicide attempters talk about their support needs, service delivery and suicide prevention in South Africa. *Health Psychology Open*. https://doi.org/10.1177/2055102917726202

Brådvik L. (2018). Suicide Risk and Mental Disorders. *International Journal of Environmental Research and Public Health*, 15(9), 2028. https://doi.org/10.3390/ijerph15092028

CBC NEWS. (2021, March 7). Meghan and Harry's Oprah interview [Video]. Youtube. https://www.youtube.com/watch?v=4Kj8UPnZfPc

Czeisler, M. É., Lane, R. I., Petrosky, E., Wiley, J. F., Christensen, A., Njai, R., …Rajaratnam, S. M. W. (2020). Mental Health, Substance Use, and Suicidal Ideation During the COVID-19 Pandemic — United States, June 24–30, 2020. MMWR. Morbidity and Mortality Weekly Report, 69(32), 1049–1057. https://doi.org/10.15585/mmwr.mm6932a1

Jordan, J. (2017). Postvention is prevention-The case for suicide postvention. *Death Studies*, 41(10), 614–621. https://doi.org/10.1080/07481187.2017.1335544

Meyer, C. L., Irani, T., Hermes, K. A., & Yung, B. (2017). Explaining suicide: Patterns, motivations, and what notes reveal. ProQuest EbookCentral https://ebookcentral.proquest.com

Sachs-Ericsson, N. J., Rushing, N. C., Stanley, I. H., & Sheffler, J. (2016). In my end is my beginning: developmental trajectories of adverse childhood experiences to late-life suicide. *Aging & Mental Health*, 20(2), 139–165. https://doi-org.vwlmcproxy01.lwtech.edu/10.1080/13607863.2015.1063107

Østergaard, M. L. D., Nordentoft, M., & Hjorthøj, C. (2017). Associations between substance use disorders and suicide or suicide attempts in people with mental illness: a Danish nation-wide, prospective, register-based study of patients diagnosed with schizophrenia, bipolar disorder, unipolar

depression or personality disorder. *Addiction*, *112*(7), 1250–1259. https://doi.org/10.1111/add.13788

Makeup Therapy

ALANA WILLIAMS

Personal Statement

Created for an assignment called "The Series". Being at home all the time sucks. In my five-ish years doing my and other people's makeup I've found that there's very satisfying about pushing past the mantra of "oh my god this looks terrible" and finally coming out with a look you're proud of and others like too. By the time I'm done, the "blue" I felt was in my head has faded away.

Makeup Therapy by Alana WIlliams

Normalizing Comprehensive Sex Education

ROYCE KOSTOHRIS

Personal Statement
Showing compassion towards others and creating a positive difference in other people's lives has always been important to me. This quarter, Fall 2020, has been my first step onto the road towards getting my Bachelor of Science in Nursing Degree. When my professor prompted me to conduct research for an essay, I knew I wanted to find a relevant topic that could help educate people on their health and wellness. I am hoping this paper will encourage people to begin the discussion about the need for comprehensive sex education in schools everywhere.

Abstract

America's educational system conventionally requires some form of sexual education curriculum in majority of states. The purpose of sexual education courses is to inform students about their sexual health in order to better prepare them for their future. With this being the case, many advocates are pushing to improve the current state of sexual education and transform it to a more comprehensive content course. Implementing information about relationship abuse if one aspect that many schools leave behind causing students to be less prepared when making decisions when it comes to sex. Not only that, but adding a deeper understanding of consent, more inclusive sexually-transmitted disease (STD) prevention for LGBTQ+ groups, and emphasizing the scope of contraceptive methods beyond abstinence-only will all better guide our youth. Using research from

surveys and feedback results from students, the gathered consensus is that comprehensive sexual education is effective. From the statistics, the conclusion can be made that educating students as early as appropriate to their psychological understanding of emotion is important. Beginning to shape how children respect others will transition into teaching them medically accurate and socially inclusive sexual health education.

Keywords: Sexual Education, Comprehensive Sexual Education, Dating Abuse Programs, LGBTQ+ Sex Ed., Abstinence-only Education

Normalizing Comprehensive Sexual Education

When it comes down the preparedness and success of our future generation, the parents, registered voters, and influential advocates of our time must take responsibility for the education provided to our youth. Around the country, according to the National Conference of State Legislators ([NCSL], 2020), "Twenty-two states require that if provided, sex and/or HIV education must be medically, factually or technically accurate." In simpler terms, only 44% of the nation is creating a sexual education curriculum based off of medical expertise and guidance. From the research done by Guttmacher Institute, a pro-choice research organization, they have found "ages 15 to 24 represent 25 percent of the sexually active population, but acquire half of all new STIs" (as cited in NCSL, 2020). Not only does this mean schools need to dive deeper into the medically guided components of sexual health, but they also need to introduce this health science earlier than the average age of 15 as prevention (NCSL, 2020). Similarly to other core subjects like physical education and science, teaching comprehensive sexual education will help students navigate making healthy choices as they grow into adulthood. The implementation of comprehensive sexual education courses in elementary school through high school

is an effective component of curriculum to improve children's understanding of healthy relationships, to reduce the spread of sexually transmitted disease, and to decrease the amount of unintended pregnancies.

The Inclusion of Dating/Relationship Violence Education

An aspect of sexual health that many educators and parents tend to overlook is healthy habits within a relationship how such healthy habits can reduce the tendency to fall into the cycle of abuse. Education surrounding emotional relationships is often ignored in school curriculums. Often children do not have parents who are in healthy marriages that they can look to as an example, or get guidance on what they should expect in a relationship. The cycle of abuse is a theory used to describe the pattern of how abusive relationships occur often. It begins with the victim complying with the abuser to reduce the tension between them. Next, the second stage is when the abuser lashes out and causes an incident of violent behavior towards the victim sexually, emotionally, verbally, or physically. Then, the abuser typically manipulates the victim into believing they're remorseful of the acts they've committed. In the reading "Understanding the Dynamics of Abusive Relationships", the author, Dr. Gary J. Maier (1996) expresses, "Unfortunately, all too many women remain in the victim role for years, and when they try to make attempts to change, they discover that they do not have enough energy to overpower the abuser." No matter the age, if someone is not aware of the red flags and warning signs of abuse, they may get caught in the repeating cycle of their abuser. This can be emotionally and physically damaging for the victim, which is why educating students and providing them with resources of how to avoid this can set them up for a healthy future. A large aspect within abuse is learning about the word "consent". Based

off a study conducted by NORC, National Opinion Research Center, at the University of Chicago in 2015, the Planned Parenthood Federation of America reported that, "Women were statistically significantly more likely than men to strongly agree that consent must be given at each step in a sexual encounter (women 27%, men 19%)" (Planned Parenthood, 2016). The overwhelming outcome of the survey released was that the confusion of what consent looks like is the result of poor education about the topic. Not only that, but the survey also revealed that, "Most people think that too little is being done to educate about sexual assault in high schools (63%) and colleges (61%)" (Planned Parenthood, 2016). The current education system too often fails to educate kids in how to properly respect access to each other's bodies, which with simple improvement in curriculum could eliminate forms of sexual harassment, sexual abuse, and incidents of rape. In the research article, "Consent at Every Age" Grace Tatter (2018a), a writer at Harvard Graduate School of Education, identifies the impact of introducing the idea of having control of your own body at a young age. She shares the knowledge of Gideon Kahn, a preschool teacher, who believes building a social-emotional foundation is key to preparing young children to understand the concept of consent. He says "Emotional intelligence, perspective-taking, empathy — these all allow you to basically understand your own feelings and the feelings of others, and are foundational to respect" (Kahn, 2018). Incorporating the teaching of small acts of self-awareness and self-control into a child's life could improve their engagement with others and reduce the chance of them violating the rule of consent as they get older. In another article, "Sex Education That Goes Beyond Sex," Tatter (2018b) states that "A recent study from Columbia University's Sexual Health Initiative to Foster Transformation (SHIFT) project suggests that comprehensive sex education protects students from sexual assault even after high school." When we can educate a class of kids about how to care for each other in an intimate relationship, the likelihood of the child committing an act of abuse will be less than without the discussion.

A Change to the Introduction of Sexually Transmitted Diseases

Along with the concern about relationships and consent, incorporating education about the spread and prevention of sexually transmitted diseases will help students become aware of the risk when they engage in sexual practices. With the appropriate timing of educating a child on the topic of STDs, they can choose to live a healthier life. According to data from Centers of Disease Control and Prevention," Young people ages 13-24 account for 25 percent of all new HIV infections in the United States" (Szydlowski, 2015). As early as 13, kids are capable of engaging themselves in sexual activity that puts their well-being in jeopardy. If our education system can improve the material that is relayed to students about the serious consequences of sexually transmitted diseases, then numerous children could make their decisions off a more knowledgeable foundation. In the large scheme of things, it only takes one teacher to save an innocent child from making one mistake that could cost their whole life. The article cites the American Journal of Prevention Medicine that "A 2012 study that examined 66 sexual risk reduction programs found them to be an effective public health strategy to reduce adolescent pregnancy, HIV, and STDs" (Szydlowski, 2015). In order to add a more comprehensive take on sexual health, schools also need to begin to educate on the high risk that LGBTQ+ members have towards STDs. The Advocates for Youth organization shares the findings from Centers of Disease Control and Prevention that "young men who have sex with men account for the vast majority (87 percent) of HIV infections among young men" (Szydlowski, 2015). Sexual orientation is becoming more commonly discussed in modern times, which means that our education system needs to progress in order to educate at this crucial stage of development. Whether someone is in agreement or disagreement about the idea of "sexual preference", the reality is that more people are open about their

sexual identities, and it is now a part of the society we live in. Sex education must incorporate this aspect of sexuality, especially since the LGBTQ+ community are at such high risk for contracting STDs. Having a solid, inclusive curriculum about the danger of sexually transmitted diseases will help influence a person's decision-making when it comes down to sexual activities.

Opening Up All Contraceptive Methods to Youth

As another part of educating about safety around sexuality, teaching young children about different contraceptive options and the risk of pregnancy will encourage safer decisions when becoming sexually involved. Traditionally, many schools have based their sexual education curriculum off the idea of that abstinence is the only moral way of behaving towards sex. This may stem from religious beliefs, such as that premarital sex is a sin, although this method of teaching has been proven to not be the most effective for a student's health. In a study done by The American Journal of Preventive Medicine, a group of researchers including Dr. Theresa Sipe, found that "AOUM [abstinence only until marriage] programs were no more likely than participants in control groups to abstain from sex, and if they were sexually active, the two groups had similar sexual behaviors including the number of partners and the age at initiation" (The Society for Adolescent Health and Medicine, 2017). In comparing the abstinence programs to ones that included comprehensive risk reduction, detailed interventions that teach ways to reduce pregnancy and STDs, they do not prepare young people to avoid pregnancy and do not inform them about the medical information about sex. On top of that, abstinence-only education can emotionally affect victims of sexual abuse or rape. In the article "Why Some People Hide Sexual Assault After Abstinence-Only Education", a journalist, Gina Florio (2017), interviews Nicole Cushman, the executive director of Answer, an organization that

promotes access to sex education and provides insight as to why abstinence-only teaching is harmful. Cushman said, "Many abstinence-only programs instill fear and shame related to sexual behavior… This can make it harder for them to disclose sexual abuse because they feel ashamed and worry they'll be judged for what happened to them" (as cited in Florio, 2017). The content may not be suited for some children because they may feel unsupported and not receptive because of prior experiences. When incorporating the education of contraceptive methods, this will result in students having the freedom to decide on the safest choice for themselves. According to The American College of Obstetricians and Gynecologists, [ACOG], (2015), "Currently, 49% of pregnancies are unintended". If as a country we could reduce this number with the use of contraceptives, then fewer children would be in the hands of unprepared parents or in the foster care system. Not only do unplanned pregnancies cause a burden on the parent's life, but "U.S. births from unintended pregnancies resulted in approximately $12.5 billion in government expenditures in 2008" (ACOG, 2015). By teaching students other methods of birth control like condoms, IUDs, the pill, and other various forms we would be cutting health care costs for tax-payers. In addition to that, having the discussion of contraceptive methods with school-aged kids will allow them to have the access and knowledge to prevent a dangerous pregnancy. Teen pregnancy can be fatal, and many young people may be ashamed to reach out for proper medical guidance. Public school drop-outs due to pregnancy would reduce if the use of contraceptives increased. Keeping kids in school promises more opportunities for their future success. Normalizing the use of birth control will give our youth the power to make their own sexual decisions without the risk of unplanned conception.

Countries Have Found Success in Comprehensive Sexual Education

Some may argue that the introduction to comprehensive sexual education at a young age will initiate earlier experimentation with sex. Although this may be a concern, several European countries, such as the Netherlands, have stepped ahead of America and already implemented teaching sexual and emotional health at the early age of 4. Dr. Amy Schalet, author of "Beyond Abstinence and Risk: A New Paradigm for Adolescent Sexual Health", has found that, "among 12 to 25 year olds in the Netherlands, most say they had "wanted and fun" first sexual experiences" (as cited in Melker, 2015). In contrast, "66 percent of sexually active American teens surveyed said they wished that they had waited longer to have sex for the first time" (as cited in Melker, 2015). Being able to talk about love and intimacy with children is setting the ideal that sexuality has to do with respect and honesty. The mind of a human is the most vulnerable and impressionable when they are young, which is why standardizing education that teaches about self-dignity and healthy relationships is crucial.

Providing comprehensive education in schools will start a healthy basis for children understanding and navigating their own sexual health. With students becoming educated about medically directed information towards pregnancy, contraceptives, and STDs, the future generation will be more aware of their options to stay safe. It gives them the authority over themselves to take responsibility for their sexual choices and leads them into a self-sufficient life. Adding more in-depth conversations about dating violence and relationships ensures that kids are knowledgeable about positive aspects like consent and respect for their partner. Having comprehensive sexual education be taught as a regulation would secure the opportunity for all children, no matter the location, to be taught important life skills about attitudes, personal rights, and communication. Demonstrating open expression and inclusiveness

to sexual health will open doors for their sexual encounters in the future. It prepares children to make better informed decisions and to avoid situations that may harm them. Parents may choose to provide guidance as well, but there must be a standardized sexual education that can supplement what not all children are learning at home about our world.

References

The American College of Obstetricians and Gynocologists. (2015). Access to Contraceptive. https://www.acog.org/clinical/clinical-guidance/committeeopinion/articles/2015/01/access-to-contraception

Florio, G. (2017, July 24). Why Some People Hide Sexual Assault After Abstinence-Only Education. https://www.teenvogue.com/story/abstinence-only-education-shame

Maier, G. J., (1996). Understanding the Dynamics of Abusive Relationships. https://www.psychiatrictimes.com/view/understanding-dynamics-abusive-relationships

Melker, S. (2015, May 29). The case for starting sex education in kindergarten. https://www.pbs.org/newshour/health/spring-fever

National Conference of State Legislatures. (2020, October 1). State Policies on Sex Education in Schools. https://www.ncsl.org/research/health/state-policies-on-sex-education-in-schools.aspx

Planned Parenthood, (2016). New National Survey from Planned Parenthood Shows Need to Educate Young People on Consent and Sexual Assault. https://www.plannedparenthood.org/about-us/newsroom/press-releases/new-national-survey-from-planned-parenthood-shows-need-to-educate-young-people-on-consent-and-sexual-assault

Santelli, J., Grilo, S., Lindberg, L., Speizer, I., Schalet, A., Heitel, J. ...

Mason-Jones, A. (2017). Abstinence-Only-Until-Marriage Policies and Programs: An Updated Position Paper of the Society for Adolescent Health and Medicine. https://www.jahonline.org/article/S1054-139X(17)30297-5/fulltext

Szydlowski, M. (2015). Sexual Health Education: Research and Results. https://advocatesforyouth.org/wp-content/uploads/storage/advfy/documents/school-health-equity/sexual-healthed-research-and-results.pdf

Tatter, G. (2018a, December 19). Consent at Every Age. https://www.gse.harvard.edu/news/uk/18/12/consent-every-age

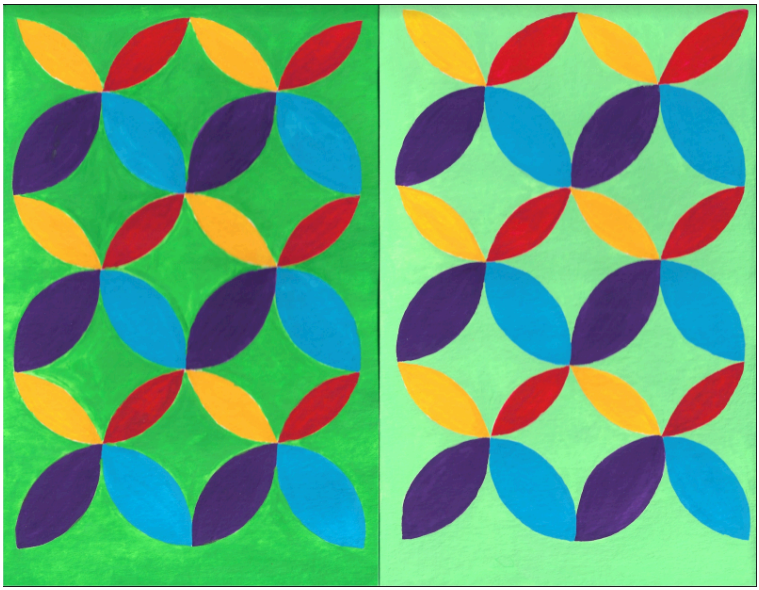
Tatter, G. (2018b, November 28). Sex Education that Goes Beyond Sex. https://www.gse.harvard.edu/news/uk/18/11/sex-education-goes-beyond-sex

The Bezold Effect

ELIZABETH L PAKKALA

Personal Statement

As a student of the Sewing Certificate Program, I enrolled in ART 104 Color for Creatives with the hope of enriching my process of fiber selection and pairing in current and future work. This course taught me fundamentals and has transformed the way I view color. It helped me conquer my fear of painting and has unlocked a new level of creative hunger in me. I recommend ART 104 to anyone who is looking to get ignited in your thought process or how you view your life in colors. A Transformational experience.



The Bezold Effect by Elizabeth A Pakkala

Corporal Punishment: A Harmful and Ineffective Discipline Strategy

EMMA MIKAYLA PENEV

Personal Statement

I have always loved children's sweet, enthusiastic, curious, and creative nature and have felt that it is our job, as a society, to nurture these qualities. The influence that we have on our youth should be positive. It is our job to treat these valuable young people with kindness, love, and respect and to do our best to protect them from harm from their innocent and impressionable beginnings. The way that we raise our children can greatly impact their well-being, making learning about the consequences of different parenting methods important for all people who are, or are considering becoming, parents.

Abstract

Parenting methods and discipline strategies have an immense impact on children's well-being and success throughout their lives and are a frequent topic of debate. One extremely controversial method of discipline is the use of corporal punishment. While parents all want what is best for their children, they have not yet reached an agreement on what that would be. While supporters of corporal punishment claim to want to help their children, they may be unaware of the important evidence that has shown that corporal punishment has the opposite effect. This paper combines information from many studies, meta-analyses, and personal

accounts, aiming to resolve this controversy. It summarizes the extensive negative psychological and physical consequences that corporal punishment has on children. It discusses the ineffectiveness of corporal punishment in managing previous behaviors, the additional negative behaviors that it causes, and the reasoning behind these behavioral consequences. It then suggests several healthy, positive discipline strategies that have proven to be effective in regulating children's behaviors while nurturing their development. It concludes that corporal punishment should not be used.

Keywords: corporal punishment, physical punishment, negative, discipline, parenting, children

Corporal Punishment: A Harmful and Ineffective Discipline Strategy

"It feels like someone banged you with a hammer." "It hurts and it's painful inside- it's like breaking your bones." "It hurts your feelings inside." It makes you feel "sad," "ashamed," "upset," "grumpy," and "angry." "It feels like [they] shouldn't have done that, it hurts. It feels embarrassed, it feels like you are really sorry and it hurts." "You want to run away because they're… being mean to you and it hurts a lot" (Lonergan, 2014). These are the saddening but true thoughts and feelings of children whose parents use corporal punishment, claiming to want to better and help their children. Corporal punishment is defined by the American Academy of Pediatrics as "noninjurious, open-handed hitting with the intention of modifying child behavior" (Gershoff, 2010, p. 33). Its use is currently legal in the United States and people's right to it continues to be exercised, as 50 percent of U.S. toddlers' and 65 to 68 percent of U.S. preschoolers' parents regularly use corporal punishment (Gershoff, 2010, p. 31). While some justify its use by claiming it is effective, the facts clearly state the opposite. In addition to not serving its

purpose of leading children to become obedient and respectful, it further has a harmful impact on them. Parents should not use corporal punishment because it has many negative psychological, physical, and behavioral consequences and is not as effective as other methods of parenting and discipline.

Psychological Consequences of Corporal Punishment

Corporal punishment has both an immediate and lifelong hurtful mental impact on children. Interview studies in the United Kingdom and New Zealand with children whose parents were using corporal punishment at the time revealed that, in the moments of being physically punished and in the years when corporal punishment is being used, children experience feelings of sadness, embarrassment, anxiety, and anger (Gershoff, 2010, p. 44; Lonergan, 2014). They described themselves crying out of fear and pain as they are being spanked and "weep[ing]" from sadness, shame, anger, and confusion when it is over and they are alone (Lonergan, 2014). In one summary of twelve studies done, every one concluded that corporal punishment causes mental health problems (Gershoff, 2010, p. 43). They found that, as corporal punishment was used more often and became more severe, the probability of the children having depression and anxiety would become greater (Gershoff, 2010, p. 43). These children begin suffering from a young age and these feelings do not end when corporal punishment does.

Corporal punishment's impact often lasts for the children's lifetimes. Children who receive frequent corporal punishment are consistently receiving a message far from one of love and support. Senior Principal Psychologist of the Psychosocial Trauma Support Service at KK Women's and Children's Hospital, Lynn Soh, said, "The message sent to children through corporal punishment is one of aggression. It includes repeatedly telling a child that he is worthless,

useless, unloved, or unwanted, and threatening to use physical or psychological violence on him" (as cited in Ng, 2016). This message becomes ingrained in the children's brains every time physical punishment is used. They feel it frequently from a young age and by the people whose opinions mean the most to them at that time. This can lead to poor self-esteem and low self-confidence, which, in combination with the accumulated stress of constantly fearing corporal punishment, can cause many mental illnesses (Gershoff, 2010, p. 44; Ng, 2016). These include depression, anxiety, and many mood and personality disorders (Ng, 2016). These mental health issues are persistent. They are overwhelming, impacting daily life, causing pain, hopelessness, and loneliness, and sometimes leading to suicidal thoughts and actions. They are difficult and expensive to treat, often requiring some combination of therapies and medications.

Corporal punishment has also been linked to reducing children's cognitive ability. Several studies have discovered a negative association between corporal punishment and various measures of cognitive ability. Children whose parents use corporal punishment may become the one-year-olds who score considerably lower in mental abilities, five-year-olds with less understanding of language, early elementary-schoolers with less school achievement, and middle-schoolers and young adults with lower IQs (American Academy of Pediatrics [AAP], 2018; Gershoff, 2010, p. 46). These children are more likely to be slower learners in school, and fewer of them attend college (Berger, 2014, p. 299). According to Soh, because the self-esteem and self-confidence of these children have been diminished, they can struggle to thrive socially in school. This, combined with the difficulty that these children have concentrating, can cause this low academic achievement (as cited in Ng, 2016).

Physical Consequences of Corporal Punishment

The use of corporal punishment can also be physically harmful to children. Since parents are bigger and stronger than their children and hit them until pain is felt, injury during physical punishment is a concern (AAP, 2018; Gershoff, 2010, p. 41). Parents can significantly damage their children's bodies and brains (AAP, 2018). In addition to the temporary pain of being hit and injured, the physical effects of corporal punishment can last long-term. These children tend to have increased hormones that indicate toxic stress (AAP, 2018). This type of stress can damage neural connections, something especially concerning at these children's ages. They are also more likely to grow up having a smaller gray matter part of the brain (AAP, 2018). This means that these children have less of an ability to have self-control (AAP, 2018). This lack of self-control, which is likely due in large part to the parents' use of corporal punishment, can further anger the parents and lead to more corporal punishment, a cycle of violence initiated by the parents.

Effectiveness of Corporal Punishment

Despite all of these negative consequences of corporal punishment, parents continue to use it. Their intent is to immediately stop the problematic behaviors, avoid the child repeating those behaviors, and cause the child to act acceptably (Gershoff, 2010, p. 34). While supporters of physical punishment may believe that it is effective in accomplishing these goals and creating obedient and respectful individuals, studies have found that corporal punishment is generally not effective in achieving any of these goals (Gershoff, 2010, pp. 35-40). In a meta-analysis of fifteen studies, thirteen found that corporal punishment led to less moral and pro-social behaviors and less long-term compliance (Gershoff, 2010, p. 37). While parents

try to show disapproval of aggressive behaviors, like hitting, and antisocial behaviors, like lying, by physically punishing their children, studies have discovered that this punishment actually worsens these behaviors (Gershoff, 2010, p. 38). Several theories discussed below help to explain the reason for this.

Beyond its ineffectiveness in managing previous bad behaviors, corporal punishment also leads to additional negative behaviors. Studies have found that corporal punishment can lead to aggressive and antisocial behaviors (Gershoff, 2010, p. 38). It also has been found to lead these children to be the ones who become bullies, delinquents, and substance abusers (Berger, 2014, p. 299; Ng, 2016). Studies have consistently found that it leads to violence towards family members, including children, spouses, and dating partners (Gershoff, 2010, p. 47).

There are several theories as to why behaviors of children worsen with corporal punishment, including the lack of theory of mind, the social-learning perspective, the social cognitive theory, and the attribution theory (Berger, 2014, p. 389; Gershoff, 2010, p. 38). Corporal punishment causes children to have a slowed development of the theory of mind (Berger, 2014, p. 299). The theory of mind is a term used to describe a person's perception and understanding of others' thoughts (Berger, 2014, p. 253). Children who have not developed theory of mind are less empathetic (Berger, 2014, p. 389). They struggle to understand the feelings of others without being able to speculate and understand their thoughts. These children then struggle with their morality (Berger, 2014, p. 389.) While they may be capable of making moral actions, this lack of theory of mind, empathy, and morality can make choosing to do so difficult for these children because they do not understand the purpose.

The social-learning perspective is another explanation for the behavioral consequences of corporal punishment that states that children imitate the violent model that their parents have demonstrated to be effective (Gershoff, 2010, p. 38). Observing the modeling of adults is one of children's primary sources for learning. Two seven-year-old girls whose parents use corporal punishment

said that children will "think it's right to [spank] and go off and smack somebody else" and that children "are going to start smacking other people because they think grown ups do it" (Lonergan, 2014). These girls are two examples of the many children who have experienced their parents using physical punishment and learned that violence is an acceptable way to achieve their goals (Ng, 2016).

The social cognitive theory proposes that the belligerent behavior that the children have become accustomed to leads to more inappropriate social interactions (Gershoff, 2010, p. 38). These children are found to have "less ability to stop [themselves] from misbehaving," as they aren't taught how to act responsibly and have self-control (AAP, 2018; Ng, 2016). They have illogical understandings of the causes of events, actions, and behaviors (Gershoff, 2010, p. 38). These issues then trouble the children socially.

The attribution theory discusses how these children's reasoning for behaving is to avoid corporal punishment rather than for moral reasons (Gershoff, 2010, p. 38). Children remember their parents being mad and the pain that they experienced when their parents hit them, but do not understand what caused it (Berger, 2014, p. 301). In her article "What I Was Really Thinking Every Time My Parents Spanked Me," Brianna Cox (2016) wrote what she wished she could have told her parents who used corporal punishment to discipline her:

> I wish you would talk to me. Even as an elementary school-age child, I found myself wishing you would use age-appropriate reason and logic rather than spankings to communicate what I had done wrong. The pain from the beating did not make me remember and learn my lesson. I have long since forgotten nearly all the things I was spanked for. But I remember the pain I felt, the anger that seemed to radiate from you while giving the spanking and the shame that I could not be better.

Children begin to fear punishment instead of internalizing the

reason to behave (Ng, 2016). This leaves them without feeling the need to behave when the external source of their parents is not present (Gershoff, 2010, p. 38). They then are more likely to misbehave and make risky decisions.

Whether one or a combination of these theories explains the negative effects of corporal punishment, these negative effects are occurring. Parents should avoid using corporal punishment in order to avoid these negative results and the detrimental effects that they can have on their children's well-being and success. Many other parenting methods have been identified that have proven to be equally as or more effective than corporal punishment without risking the negative psychological, physical, and behavioral consequences that corporal punishment has on children.

Recommended Parenting Methods and Discipline Strategies

The American Academy of Pediatrics (AAP) has studied the ways that children learn and the discipline strategies that are most effective and beneficial. In their article "What's the Best Way to Discipline My Child?," the AAP (2018) recommends ten healthy, positive discipline strategies and provides parents with several discipline tips specific to five different age stages. These strategies help regulate children's behaviors while nurturing their development.

One strategy that they encourage is "show and tell." This is where parents remain kind and collected in discussing and modeling what is and isn't okay. This helps children to learn in a positive environment and can prevent bad behaviors before they become an issue. They also recommend parents practice "hearing [their children] out." Rather than only telling children how to act, listening to children's thoughts and feelings can help children to feel supported and parents to understand and help their children improve their actions. The show and tell and listening strategies

connect in forming a method of parenting known as induction. Parents who use induction thoroughly explain to their children why certain behaviors are inappropriate, listen to their children's thoughts and feelings, and help them to think of alternative actions that they could take (Berger, 2014, p. 300). This strategy helps children to understand the reasoning behind different rules and morals, helping to improve their long-term behavior.

Next, the AAP recommends being "prepared for trouble." Planning for issues and discussing this plan, as well as emotional regulation, with children will help both parents and children remain calm and respectful when these situations arise, avoiding escalation. They recommend using positive language, which is saying what should be done rather than what shouldn't and restricting the use of the word "no" to urgent situations. They encourage parents to "redirect bad behavior." This is where parents give their children an alternative task to help them replace their behaviors with good ones. One of the most recommended strategies, because of its effectiveness, is for parents to "give [their children their] attention." Children strongly value their parents' attention. Because of this, they recommend "catch[ing] [children] being good." Acknowledging and praising good behaviors will help children to feel encouraged and want to continue these behaviors. Along with that comes "know[ing] when not to respond." Because children crave their parents' attention, simply ignoring bad behaviors will discourage children from continuing or repeating them.

The AAP also recommends "set[ting] limits." This means that parents should clearly communicate what rules are in place, make sure that their children understand these rules, and enforce them. They encourage parents to reasonably "give consequences." Parents should be calm but firm in telling their children what consequences they will have and the reasoning for them and should be ready to carry out these consequences. One type of consequence that they encourage is "call[ing] a time-out." Parents should tell a misbehaving child what they are doing wrong and that they will have a time-out if the behavior continues. If they continue, the child should be

required to sit quietly for a short, predetermined amount of time. Alternatively, once the child is mature enough, the parents can tell the child that they can leave time-out when they feel they are ready, which can help children to develop self-management skills. With either application of the strategy, time-outs give children the time and space to reflect on their behavior and allow both children and parents to control their emotions.

These strategies have all proven to lead to much better results. They create children who are happy, healthy, and understand and choose appropriate behaviors. Corporal punishment only causes children and families pain and worsens children's behavior. In any other context, hitting is considered abuse. Children do not deserve to be traumatized by such violence and should be no exception to this. Parents should not use corporal punishment to avoid its extensive harmful psychological, physical, and behavioral consequences.

References

American Academy of Pediatrics. (2018). What's the best way to discipline my child? https://www.aap.org/

Berger, K. S. (2014). The developing person through the life span (9th ed.). Worth Publishers.

Cox, B. (2016, June 28). What I was really thinking every time my parents spanked me. https://www.sheknows.com

Gershoff, E. T. (2010). More harm than good: A summary of scientific research on the intended and unintended effects of corporal punishment on children. https://www.jstor.org

Lonergan, C. (2014, January 6). Children speak about how spanking feels to them [Blog post]. https://cthebean.wordpress.com/2014/01/06/children-speak-about-how-spanking-feels-to-them/

Ng, D. (2016). Child discipline: Physical punishment can leave psychological marks. https://www.healthxchange.sg

Stasis

DAKOTA WILLIAMS

My name is Dakota Williams, I am an inspiring animator and graphic artist. This is a surrealist piece whose meaning is very much up to interpretation. I would like to thank Thomas Green for his support during the development of my work over the last quarter.

Stasis by Dakota Williams

Strict Government Regulations for COVID-19 Lead to a Positive Result for the Citizens

DANNY TENNYSON

Personal Statement
I am a student in the Open Doors High School Program working towards my AAS-T in health Sciences. I am thinking about going into public health afterwards, which is where my idea for the topic of this paper came from. With COVID-19 at its peak and plenty of high-emotion debates surrounding the regulations that governments have enforced, I thought there was no better subject to write about.

Abstract

The COVID-19 pandemic has been a disaster that has killed hundreds of thousands of people in the United States, and the government does not know how to handle it. This paper will look into why the government should be imposing strict regulations by looking at the people who are affected. Looking at multiple statistics, studies, and papers written by experts that address the impact that the COVID-19 pandemic has had on the health of the people and the health of the economy, the conclusion can be drawn that when strict regulations are put into place, the net impact on the citizens is positive and these regulations should be put into place all over the country.

Keywords: COVID-19, regulations, government regulations, economy, pandemic

Strict Government Regulations for COVID-19 Lead to a Positive Result for the Citizens

The global pandemic caused by COVID-19 has created a large-scale debate in the United States surrounding the strictness of the government's regulations. Some argue that strict regulations are an attack on personal freedom and the American economy while the other side wants to slow the spread of the virus and save thousands of lives. In states where strict regulations have been put into place, there has been a positive impact on the citizens. Whether it comes nationally or state by state, America needs to impose strict regulations to stop the spread of COVID-19 and protect the health of its people despite the potential negative effects they may bring.

COVID-19 Negative Health Effects

COVID-19 is a major threat to the health of humans. The virus started out in China and grew into an epidemic all the way into a pandemic while killing an unimaginable amount of people and negatively affecting even more. COVID-19 is not something to be taken lightly; as of early December 2020, according to Johns Hopkins University's COVID-19 dashboard, there has been a little over 1.5 million deaths worldwide. That goes along with over 67 million total cases. In the United States alone there has been almost 15 million cases and rapidly approaching 300,000 deaths. Some people believe that these deaths are exaggerated because people who die from the disease may already have underlying conditions that would have killed them anyway, but there is a statistic called

excess deaths that can prove that the virus is killing an amount of people that is well above what it should be. The CDC (2020) defines excess deaths as "number of persons who have died from all causes, in excess of the expected number of deaths for a given place and time" (para. 4). Looking at these numbers will prove just how much of a threat the virus is to killing a large amount of people. The CDC (2020) gives the stats as: "...from late January through October 3, 2020, with 198,081 (66%) excess deaths attributed to COVID-19" (para. 2). So, almost 200,000 more people died over a nine-month stretch than expected due to COVID-19. These numbers are just for the United States, not worldwide. Another way that people try to discredit the total number of deaths COVID-19 has caused is by claiming that the national death statistics are intentionally raised by including deaths where COVID-19 is not listed on the death certificate as the primary cause of death. But, just because the primary cause of death that is listed was not COVID-19 does not mean it did not cause that person to die. When someone has their death certificate filled out, the medical professional who does it will list all of the causes that person had. According to the CDC (2020), a large percentage of people, 94%, who die due to the virus have other causes that lead to their death listed. (para. 6) When those people contract the virus, the underlying conditions they have are caused to act up in a more intense way, or new conditions, such as pneumonia are formed. These conditions are ultimately what leads them to die. Since the other condition that they have is the what causes them to die, that is listed as the primary cause of death; but COVID-19 is still listed as a cause of death because if the person did not contract the virus, their condition would not have been worsened or even formed at all and they may still be alive.

COVID-19 is not actually the name of the virus itself, but the illness it causes. SARS-CoV-2 is the name of the virus. This is a new strand of coronavirus, which is the reason that scientists have not had a big pool of information to work with from the start and have had to scramble to do research and find out more about it. The main symptoms that people show when they have the virus are a

dry cough, fever, a loss of taste and smell, as well as a few others. According to Sabrina Richards (2020), "Where a virus replicates can dictate the infection's symptoms" (para. 10). So, the virus can cause different symptoms in people, and it depends on where it replicates inside the body to determine which of the symptoms show up in the person who contracted the virus. This, Richards says, is a reason that the virus has spread so quickly, "Current studies show that it also replicates in the nasal passages and upper airway, which may help it transmit more easily than other lower respiratory tract infections" (para. 10). The fact that it replicates in the nasal passages and the upper airways causes it to spread quickly because that causes it to get in the saliva, which as many studies have shown is the biggest cause of the spread; people talking, coughing, sneezing, and any other way for their saliva to be projected out and make contact with another person. This is why the top medical professionals have been advising from the start of the pandemic for everyone to wear facemasks and practice social distancing. The science says if people adhere to those two guidelines, it will help slow the spread of the virus.

Government Regulations Slow the Spread of COVID-19

In the United States, there has been limited regulations put into place nationwide and instead it has been put onto the individual states to decide how to fight against the virus. In states that have been enacting strict regulations there has been a positive response in their COVID-19 contraction and death rates. Some of the regulations that states have put in include required face coverings, only essential businesses staying open, no or only small social gatherings, and required sanitation requirements for businesses that do stay open. The CDC (2020) conducted a report to confirm the effectiveness of these regulations to slow the spread of the virus

and summarized their report by saying, "The number of COVID-19 cases in Arizona stabilized and then decreased after sustained implementation and enforcement of statewide and locally enhanced mitigation measures, beginning approximately 2 weeks after implementation and enforcement of mask mandates and enhanced sanitations practices began on June 17; further decreases were observed during July 13–August 7, after statewide limitations and closures of certain services and businesses" (para. 2). This study was effective at proving that there is at least a correlation between regulations put into place by governments and a decrease in the spread of COVID-19. Tannista Banerjee and Arnab Nayak (2020) conducted a study to analyze the effects that working from home and social distancing can have on the spread of COVID-19 and concluded that, "As people stay at home it can reduce the spread of the virus by 49% after two weeks of the social distancing decision, and as people start working full-time it increases the spread of the virus by 84% within two weeks" (para. 25). This study once again showed strong correlation between measures that the government can and have put into place and a decline in COVID-19 cases. In an article for the New York Times,Lauren Leatherby and Rich Harris (2020) used data originating in an index from Oxford that measured the strictness of individual state's containment measures and matched it up against the average cases per 100,00 people from each state and they found that the spread of the virus was noticeably smaller in the states where there were stricter containment measures. (para. 3) This study was perhaps the most telling in terms of being able to find a strong correlation between government response and virus spread.

With the data from many different studies pointing to strict regulations slowing the spread of COVID-19, state governments should not hesitate to implement them to protect the health of the people. The government needs to be strict with, and enforce, their regulations because only giving suggestions and small guidelines is not enough. Data from both the CDC study done in Arizona and the article by Leatherby and Harris showed spikes in cases in states

that weakened their regulations after the original implementation of those regulations. Although there are people who will be protecting themselves and others by adhering to guidelines, if there are no regulations then there is a chance that a large amount of people will instead ignore those guidelines and put themselves and others around them at risk. Governments need to be sure of themselves when they make these decisions and continue to not only enact them and not be too quick in repealing them, but they also need to be strong in enforcing them.

United States Government Putting Safety Over Personal Freedom

One stance that people take to argue against the implementation of government regulations, like wearing a mask, is that it goes against their personal freedoms. But wearing a mask is hardly an attack on personal freedom but more a minor inconvenience. To most people, protecting yourself and those around you from a potentially fatal virus should be more important than being slightly inconvenienced. It is the same reason you can get a ticket for being on your cell phone while driving: you are being a potential danger to another person. Regulations as strict as stay-at-home orders are a bigger step towards encroaching on personal freedom; but when the country is faced with a pandemic that is killing hundreds of thousands of people, the government should be able to step in and do what is best for the physical health of its people. They do have the power to impose regulations in the face of a public health crisis, as the Supreme Court has ruled before. If there is a real connection between the rules that they impose and the public health crisis, they are able to put in rules such as stay-at-home orders.

Effect of Regulations on the Economy

There is no doubt that during this pandemic there has been a major dent in the health of the economy, but if the United States governments were to be decisive in implementing strict regulations and sticking to them while having a plan for economic recovery, the benefits of strict regulations far outweigh the harm. When the governments decide to shut down "non-essential" businesses and enforce stay-at-home orders, the impact on the economy is seemingly clear: many people are out of a job and there are less people going out and spending money. But that is not something that is necessarily all thanks to the regulations put into place by the government. Austan Goolsbee and Chad Syverson (2020) wrote a paper that analyzed whether most of the economic downswing was caused by the regulations or if it was actually caused by the people's fear of the virus itself. They concluded that "While overall consumer traffic fell by 60 percentage points, legal restrictions explain only 7 percentage points of this. Individual choices were far more important and seem tied to fears of infection" (para 1). This study shows that even if the government decided not to impose strict regulations, there would still be a major economic decline due to people's reluctance of going out and potentially catching the virus.

A negative economic turn is guaranteed as a result of a pandemic such as this, but there is some evidence that shows government decisions, even when implementing regulations, can actually have a positive effect on the economy. Badar Nadeem Ashraf (2020) wrote a paper to look at the impact that the regulations had on the stock market. Although he did conclude that government regulations had a "direct negative effect" on the stock market (para 1), he also found that "Government announcements regarding public awareness programs, testing and quarantining policies, and income support packages largely result in positive market returns" (para 38). Although the government regulations will slow the economic flow, when they have a plan for supporting the economy while in

potential lockdown, it will keep people from panicking and impact the stock market in a positive manner.

What can be concluded about strict government regulations regarding the economy is that there will be some short-term harm, but with a solid plan leading in to it, the government can minimize that harm and come out on the other side just fine, with an even better outlook than if they did nothing. Thunström et al. (2020) administered a study to look at the effects of social distancing regulations on the economy. What they concluded was a long-term economic advantage from social distancing that amounted to 5.16 trillion dollars (para. 16) They found that number by analyzing the benefit of lives saved versus the harm to the GDP.

Conclusion

The debate in the United States surrounding government regulations regarding COVID-19 is hotly contested with a lot of strong opinions. The virus is undoubtedly a major health risk to the people. When you look at the evidence supporting the effectiveness of strict government regulations, it is clear that these steps must be taken to ensure the health of the American citizens. Although there will be short-term negative effects on the economy, if the government has a well thought out plan, they can minimize that damage and even have a positive effect in the long-term. The health and lives of the many must be a priority over the inconvenience of the few and the short-term hurt of the economy.

References

Ashraf B. N. (2020). Economic impact of government interventions during the COVID-19 pandemic: International evidence from

financial markets. *Journal of Behavioral and Experimental Finance*, 27(100371). https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7323651/#b30

Banerjee, T., & Nayak, A. (2020). U.S. county level analysis to determine If social distancing slowed the spread of COVID-19. *Pan American Journal of Public Health*, 44(e90). https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7334824/

COVID-19 Provisional Counts – Weekly Updates by Select Demographic and Geographic Characteristics. (2020, December 02). Retrieved December 06, 2020, from https://www.cdc.gov/nchs/nvss/vsrr/covid_weekly/index.htm

Dong E, Du H, Gardner L. An interactive web-based dashboard to track COVID-19 in real time. Retrieved December 6, 2020 from https://coronavirus.jhu.edu/map.html

Gallaway MS, Rigler J, Robinson S, Herrick, K., Livar, U., Komatsu, K., Brady, S., Cunico, J., & Christ, C.Trends in COVID-19 incidence after Implementation of mitigation measures — Arizona, January 22–August 7, 2020. https://www.cdc.gov/mmwr/volumes/69/wr/mm6940e3.htm

Goolsbee, Austan, Syverson, & Chad, Fear, lockdown, and diversion: Comparing drivers of pandemic economic decline 2020 (June 19, 2020). University of Chicago, Becker Friedman Institute for Economics Working Paper No. 2020-80. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3631180

Leatherby, L., & Harris, R. (2020, November 18). States that imposed few restrictions now have the worst outbreaks. https://www.nytimes.com/interactive/2020/11/18/us/covid-state-restrictions.html

Richards, S. (2020, April 3). A short primer on coronavirus biology. https://www.fredhutch.org/en/news/center-news/2020/04/covid-19-coronavirus-primer.html

Rossen, L.M., Branum, A.M., Ahmad, F.B., Sutton, P., & Anderson, R.N. Excess deaths associated with COVID-19, by age and race and ethnicity. Retrieved December 6, 2020 from https://www.cdc.gov/mmwr/volumes/69/wr/mm6942e2.htm

Thunström, L., Newbold, S., Finnoff, D., Ashworth, M., & Shogren, J. (2020). The benefits and costs of using social distancing to flatten the curve for COVID-19. *Journal of Benefit-Cost Analysis*, 11(2), 179-195. https://www.cambridge.org/core/journals/journal-of-benefit-cost-analysis/article/benefits-and-costs-of-using-social-distancing-to-flatten-the-curve-for-covid19/204BD93C135EC727FAEFC62E3BE72C3B

Trouvaille

MCKENNA ROSE MORROW

Personal Statement
I love going out in nature and finding gorgeous spots like this one. Some spots are hidden gems and all you have to do is sit and take in the beauty!

Trouvaille by McKenna Rose Morrow

How Will Automation and Artificial Intelligence Affect the Accounting Industry

MARYANN VAN HORN

Personal Statement
This was written for my English 102 final paper. I'm a student in the Accounting program, and I thought the conversation about what's going on in the real world and how it could impact aspiring accountants was really informative.

Abstract

This paper will discuss how the introduction of Artificial intelligence (AI) into accounting practices will have a significant impact on the future of accounting. Accountants should be prepared for significant changes in the industry with the introduction and adoption of AI. Artificial intelligence has the ability to improve accounting performance, accuracy, and insight. Because these advances have the potential to eliminate the need for much of the human interface in accounting, accountants must be knowledgeable on how to use, support, and integrate this new technology to blend human and machine into a single entity that will become financial advisors.

Keywords: Artificial intelligence, Automation, Accounting, Financial Advisor, Finance, Changes in the Accounting industry

How Will Automation and Artificial Intelligence

Affect the Accounting Industry

"The development of full artificial intelligence could spell the end of the human race…It would take off on its own, and redesign itself at an ever increasing rate. Humans, who are limited by slow biological evolution, could not compete, and would be superseded"

—- Stephan Hawking, BBC interview

Let us face it; accounting can be quite the tedious activity. Many even characterize it as boring. It is not a physically demanding activity, of course, but long hours spent crunching numbers is nonetheless not an easy task. Plus, you have to be good at math. Accounting is a process of recording and analyzing data collected from business transactions. There is a myriad of specialties that make up the field of accounting: Managerial, financial, and auditor accountants are examples of various types of accountants. Managerial accountants draw conclusions and assist company managers in making decisions on how to run the organization. Financial accountants assist investors and creditors to access the company's financial performance and evaluate its financial health and risks. Auditors examine whether the financial statements correctly reflect the profitability of the business and are compliant with the different laws and regulations. A business generates data, and that data must be analyzed and acted upon if a business is to be successful.

It is in this increasingly sophisticated world of business and finance that the regulatory demands on businesses have also become almost overwhelmingly complex. Ask any accountant and you are likely to hear endlessly about the suffocating number of rules, regulations, and analytics that businesses must account for. Data analytics are used by accountants and auditors to evaluate statistics, to assess the performance of a company's business activities, and to ensure regulatory compliance.

Record the data, look at numbers, trends, figures, rules, and regulations. Then analyze, comply, monitor, adjust, recommend, and

report. Theses can be very tedious and certainly very time-consuming activities. This is where artificial intelligence and automation come in. Data, numbers, trends, figures, rules, and regulations all follow a set of logical rules and patterns, and a business cannot be successful without someone keeping track. Originally a "computer" was a person, someone good with numbers hired to keep track of the data generated by a business. With the advent of mechanical computers, much of that number crunching was automated. Computers are especially adept at working with numbers and at following rules and logical patterns. Therefore, some of the first financially successful software programs were spreadsheets, programs designed specifically to aid in accounting. Over the ensuing years these spreadsheets have progressively evolved, becoming ever more complex and sophisticated. We are now on the cusp of another giant leap in the evolution of automation: Artificial intelligence. Artificial intelligence (AI) enables machines to learn from their experiences, interpret knowledge, make changes, and apply what they have learned to perform tasks that are similar to those performed by humans ("How AI," 2020). This latest evolutionary step may, however, come at a cost. Employees and employers alike are uncertain whether they may still have a career or whether there will be a continuing need for accountants as the accounting industry shifts rapidly. The implementation of any new technology is often an important transition that has an impact on jobs in the industry, and there is no question that artificial intelligence will have a significant impact on the future of accounting.

AI has the ability to greatly improve accounting performance, accuracy, and insight. However, it also has the ability to replace humans. Obviously, this can be an alarming trend for accountants. With the advent of artificial intelligence accountants will simply need to adapt or, in all probability, be eliminated. The answer, at least for now, is that accounts must become knowledgeable and learn how to integrate this new technology.

Artificial Intelligence Advancements Have the Ability to Improve Accounting Efficiency

A company's main goal is often to optimize workflow performance. AI will play an important role with this by automating routine processes such as financial administrative work and logistical daily entry (Ash, 2020). People can only function efficiently for a limited amount of time and cannot sustain a constant standard of success during the day (Gardner, 2019). AI, on the other hand, never gets exhausted or frustrated and can work around the clock. This has the potential to greatly improve business performance and can help the company work more smoothly. Additionally, with a computer and artificial intelligence at work, chances of making an error are greatly reduced (Gardner, 2019). Furthermore, with the ability to serve a company around the clock, AI can adapt to major incidents at precisely the right time (PixelPlex, 2020). Aside from increasing efficiency, AI also has the potential to easily process vast quantities of data.

Artificial intelligence can be used by businesses to quickly crunch large volumes of data to give important feedback to business-related issues (PixelPlex, 2020). An auditor, for example, will have the ability to execute an audit quickly and efficiently as it constantly has access to relevant data rather than needing to research and collect data necessary for the audit. In turn, this increases the accuracy and efficiency of audits by allowing audits to cover 100 percent of a company's financial activities rather than only samples (Rana, 2020). If this process were performed by a single individual, the time taken would be enormous, and the audit would almost certainly include mistakes (Rana, 2020). AI also streamlines the process of collecting, organizing, and analyzing relevant data in a way that improves the effectiveness of an organization (Govil, 2020). As a result, a business can track improvements in real time and make changes as appropriate, rather than waiting for a quarterly or monthly update when the problem might be too late to repair. This

awareness encourages firms to be vigilant and change direction if evidence reveals negative patterns.

Artificial Intelligence Advancements Have the Potential for Improving the Accuracy of Accounting

With traditional accounting and bookkeeping, mistakes can, and often do, get overlooked. Artificial intelligence has the ability to learn. This means it can become aware of how the business operates and then instantly find problems and adjust as necessary to ensure all documents are indeed exactly right (Pretoria Reckord, 2020). An individual oversight may cause an accountant to repeat the very same mistake over and over again, even though it may be something as basic as transcribing a combination of numbers or skipping a decimal place (Botkeeper, 2020). However, a single decimal place or a reversed series of digits has the potential to cost a business thousands of dollars or even more. Since AI can spot discrepancies and identify inaccurate or irregular entries in records and statements, accountants with the aid of AI can rely on accurate details any time they construct documents (Botkeeper, 2020). Minor mistakes are common for most accounts, but AI will catch these straight away. AI continually monitors information automatically to ensure it is reliable and accurate. It constantly compares data in order to make certain accounts, data and regulations all align appropriately (Botkeeper, 2020).

Since period-end activities exist on a regular basis, artificial intelligence can affect the way finance and accounting departments work (Chukwuani & Egiyi, 2020). Artificial intelligence enhances the accountant's ability to produce reliable information at any point during the month, enabling the organization to make more informed decisions. Accounting accuracy increases because accountants are not trying to cram weeks of work into one week and are not

required to carry out so many mundane tasks as before. Projects that were formerly reserved for the end of an accounting cycle are now incorporated into daily tasks, enabling accounting to finally match the pace at which the business operates (Chukwuani & Egiyi, 2020).

These Advances Have the Potential to Make Accounting More Insightful

Perhaps the most important facet in artificial intelligence is its ability to learn. It mimics the human ability to analyze data and make decisions based on the data. This means that finance experts can use AI to help in planning and decision making based on actionable information obtained from their client's previous transactions and external variables. This can be done in real time when AI learns the business, resulting in greater accuracy and the ability to process vast amounts of data (Govil, 2020). This also gives accountants the capacity to analyze data from the past as well as for future events with greater certainty. Businesses can use this data to conduct cash flow projections, estimating when the organization will run out of funds and implementing steps to prevent cash flow difficulties from becoming a greater problem (Govil, 2020). For example, if a company is considering expansion, accounting professionals can determine whether or not this is a wise decision.

Data can be used to think more critically about events or decisions that impact the whole organization because of the capability to get detailed knowledge of a client's activities (Calabrese, 2020). Business benefits from insight. The ability to predict what is on the horizon drives decisions on whether or not to produce more goods and services. More importantly, AI can also learn to decide what may be necessary to lower the risk for a potential disaster. It can decide if it is wise to cut prices, invest in higher quality, or when it may be necessary to enhance protection

and regulation (PixelPlex, 2020). Providing access to critical data enables company owners to make intelligent decisions to ensure success and long-term sustainability (PixelPlex, 2020). Through reviewing and evaluating data, AI in accounting and finance has the ability to discover patterns and additional insights (Calabrese, 2020). Artificial intelligence is constantly learning; thus, with continually developing insight, financial planners or accountants can adjust an investment plan or expenditures to better plan for the future and avoid possible financial mishaps (Calabrese, 2020). As a result, productivity improves, expenses decrease, sources of revenue rise, and economic targets are met.

Human Accountants May Be Less Needed as A Result of These Advancements

Clearly, when artificial intelligence is integrated into a business, it can fundamentally change that business. Specific tasks that would normally be performed by someone who may be new in the field could be entirely automated. Procurement, invoicing, sales orders, cost reporting, accounts payable and receivables are only a few examples of internal accounting systems that may be entirely automated (Marr, 2020). Risk management, analytics computation, credit union reconcilement, and even audits can all be entirely automated (Gregory, n.d.) So, now that everything is potentially largely self-operating, what is an accountant supposed to do? Analyzing data and providing trustworthy advice will be the primary focus of accountants in the future. Customer relations will also play a larger part in the accounting industry as a result of this recent shift towards AI.

Accountants will become crucial in providing advisory services (Editor@HostBooks, 2020). Instead of sacrificing hours on mundane tasks, accountants could devote more time to their customers. Mastering the customer experience would be a top priority for

companies aiming to succeed (Root, 2019). Customer service is a multifaceted term that involves different methods, equipment, and channels, but it all basically comes down to how satisfied the customer is with their encounter. If it is great, you will get a customer; If it is terrible, you will miss out to a company that has perfected the art of client service. Standard industry philosophy is focused on getting work completed using technologies like email, databases, and tax organizers. Client standards are evolving, and today's customers expect to communicate alongside their accountant in a new fashion. They demand a personalized, accommodating, and technology-guided experience. Accountants, for example, would need to personalize their customer experiences, become proactive about their communications, and provide their clients with the best strategies for mutual trust and respect. The aim really is to understand your customers and understand how their relationships with your company affect them (Root, 2019).

Accountants May Be Retrained or Educated as A Result of These Advancements

Since accounting is expanding to provide more customer support, advisory services, and data management, accountants' expertise would need to be reassigned in other ways. As a result, they will need more hard skills like computer science and data analytics (ICAEW, 2018). A stronger focus is also recommended on improving soft skills such as writing and active listening, critical thinking, and resilience (ICAEW, 2018). Accountants will need to learn all aspects of their clients' companies as they turn into trusted financial advisors (Gregory, n.d.).

As a result, prospective professionals and auditors will be obligated to make greater use of their interpersonal and analytical skills to complement the continuous improvements in automated technologies in order to stay competitive and employed. According

to the article "Accounting in 2040: 4 Ways the Industry Will (Probably) Change in 20 Years" (2019) accountants will need to improve their ability to work with actual people as technology automates more of the simple mundane jobs. Among the most difficult transitions is trying to leave behind old ways of thinking. Accounting companies that employ AI, on the other hand, would outperform their rivals by improved performance and increased support as a result of creativity and technology (Pretoria Reckord, 2020).

Since the beginning of recorded history, people have found it necessary to record their transactions–how much was traded at what cost, and at what profit. Traders quickly learned that those with the most efficient accounting system usually came out ahead. Human computers were used to keep records. They got a huge assist with the invention of the calculator. The calculator evolved into the computer and another giant evolutionary step was taken in the industry. We are now on the brink of an evolutionary step that will fundamentally change accounting. Artificial intelligence clearly has the potential to revolutionize not only accounting but business itself. While the overwhelming evidence at this juncture points to many changes, there are some cautions. The transformation does not appear to be a positive thing for employment, particularly with artificial intelligence at the forefront of accountants' minds. Unfortunately for those who worry about their jobs, AI is inevitable. So, accountants will need to have a new mindset going forward. This means they will need to rethink what it takes for them to be successful in today's world. The variety of responsibilities which the accountant conducts would then transform. The emphasis would be on data interpretation and guidance instead of unnecessary repetitive tasks. Because of this processing, the account's responsibility moves from data entry to becoming trusted financial advisors. And then there is the fundamental worry that underlies the arrival of artificial intelligence. As Steven Hawking worried: "The development of full artificial intelligence could spell the end of the human race. It would take off on its own, and redesign itself at an

ever-increasing rate." What happens when the machine decides it does not need the human interface to conduct business? That may indeed be a worry for future generations.

References

Ash, S. (2020, January 30). Artificial intelligence AI for accounting firms. Boma. https://bomamarketing.com/2019/04/16/artificial-intelligence-an-opportunity-not-a-threat-for-your-accounting-firm/.

Botkeeper (2020, May 18). The advanced guide to automation in the accounting industry. Bookkeeping services for your growing CPA firm. https://www.botkeeper.com/blog/the-advanced-guide-to-automation-in-the-accounting-industry.

Calabrese, N. (2020, October 16). The role of artificial intelligence in accounting. G2. https://research.g2.com/insights/the-role-of-artificial-intelligence-in-accounting.

Chukwuani, V. N. & Egiyi, M. A. (2020). Automation of accounting processes: impact of artificial intelligence. In *International Journal of Research and Innovation in Social Science*, IV(VIII), 2454–6186. https://www.rsisinternational.org/journals/ijriss/Digital-Library/volume-4-issue-8/444-449.pdf.

Editor@HostBooks (2020, March 2). How AI will impact the accounting and finance industry? My blog. https://www.hostbooks.com/us/blog/how-ai-will-impact-the-accounting-and-finance-industry/.

Gardner, K. (2019, October 24). How AI is helping efficiency improve. Toward Data Science. https://towardsdatascience.com/how-ai-is-helping-efficiency-improve-98d0171a23e2.

Govil, S. (2020, February 10). What AI does for accountants. https://www.accountingtoday.com/opinion/what-ai-does-for-accountants.

Gregory, J. G. (n.d.) AI everywhere: What accountants should know:

ThisWayToCPA: AICPA. TWTCPA. https://www.thiswaytocpa.com/why-cpa/articles/career-options/ai-everywhere-what-accountants-should-know/.

Hutchinson, G., Bramwell, J., Bramwell, J., Gonzalez, A., & Gonzalez, A. (2019, June 10). Accounting in 2040: 4 ways the industry will (probably) change in 20 Years. https://www.goingconcern.com/future-accounting-jobs-new-york-fort-lauderdale-sponcon/?doing_wp_cron=1616174401.8212759494781494140625.

ICAEW (2018). Artificial intelligence and the future of accountancy. https://www.icaew.com/ /media/corporate/files/technical/technology/thought-leadership/artificial-intelligence-report.ashx.

Marr, B. (2020). Artificial intelligence in accounting and finance. https://bernardmarr.com/default.asp?contentID=1929.

PixelPlex (2020, October 7). Taking advantage of artificial intelligence in business to improve efficiency. https://pixelplex.io/blog/use-cases-of-ai-in-business/.

Pretoria Reckord (2020, March 16). 8 ways artificial intelligence is changing the accounting industry. https://rekord.co.za/257090/8-ways-artificial-intelligence-changing-accounting-industry/.

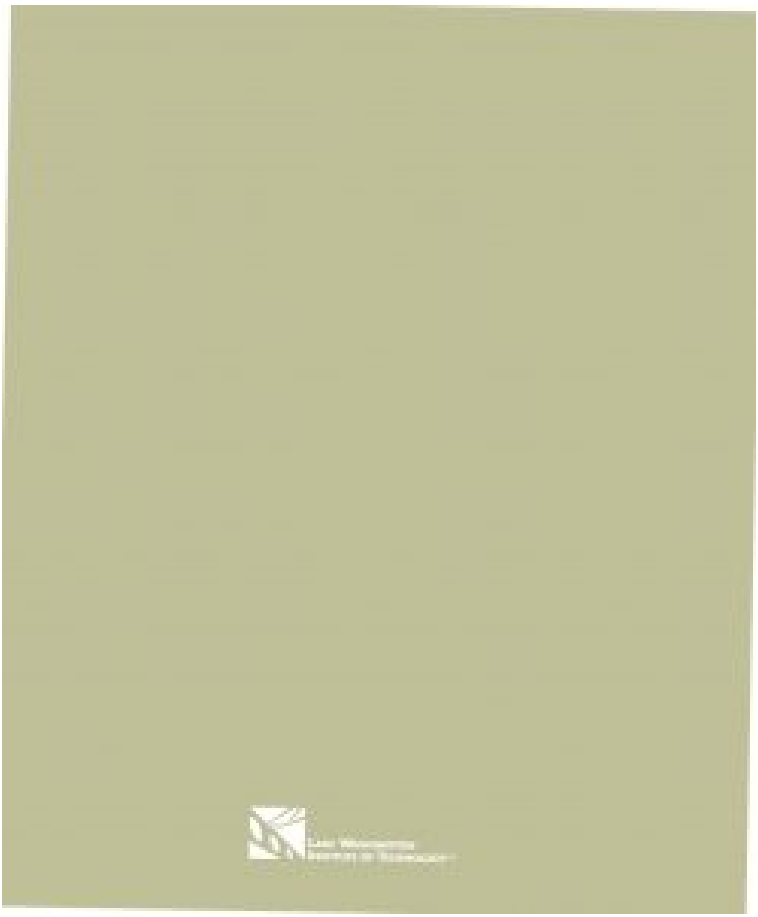
Rana, R. (2020, November 20). How artificial intelligence will impact the accounting industry? https://www.acecloudhosting.com/blog/artificial-intelligence-impact-accounting/.

R. G., (2018, April 10). 5 quotes by professor Stephen Hawking on artificial intelligence – Datahub. https://hub.packtpub.com/stephen-hawking-artificial-intelligence-quotes/#:~:text=It%20would%20take%20off%20on,compete%20and%20would%20be%20superseded.

Root, D. (2019, May 31). Client experience is where it's at. https://www.accountingtoday.com/opinion/client-experience-is-where-its-at#:~:text=%E2%80%9CClient%20experience%E2%80%9D%20is%20best%20defined,with%20a%20client%2C%20such%20as%3A&text=Every%20digital%20communication%2C%20including%20emails,client%20updates%2C%20alerts%20and%20more.

Lately is Spelled with Colors

GABRIELA S MARROQUIN

Hello, my name is Gabriela Marroquin, with really strong R pronounciation, I'm a 20 year old Hispanic student! My poem focuses on a kind of inner monologue that I, as a person of color, have about myself and the color of my skin in the society I live in. I know it's sometimes hard to accept who we are, but I firmly believe that the solution lies in loving yourself first.

Lately Is Spelled With Colors by Gabriela S Marroquin