

# *Reflections*



# Reflections

## *A Journal of Exploratory Research and Analysis*

The articles published here reflect the Capstone Research efforts of graduating seniors in the CSU Stanislaus University Honors Program. They present projects conceived from personal academic interests and mentored by faculty members familiar with the research and scholarship driving these efforts of discovery.

As this research is born of the intersection of personal interests and scholarly preparation, each student's work reflects their understanding of the nature, significance, and impact of the topic on their life and the world around them. In the course of their research, students are confronted by a world of data, questions, critiques, and alternate visions that often take them by surprise. They come to realize that scholarly inquiry acts not as a perfectly polished mirror that reflects a hypothesis back virtually unchanged, but rather as a prism that shatters their current thinking into constituent parts that travel in their own directions before coming back together in unanticipated ways.

When they rise to the challenge, students reflect on these altered visions and use them to bring their hypotheses into greater alignment with the world beyond the looking-glass. Sound research emerges from *growth* in perspective, not stasis, and the goal of good mentoring is to cultivate an openness to the topsy-turvy, dizzyingly disorienting results their work may bring. We thank our faculty mentors (more than 100 so far), who have worked with our Capstone students during the past sixteen years to help them frame, conduct, and enthusiastically embrace the results of effective research projects.

The papers in this volume meet the challenges outlined above as they actively seek to see the familiar in a new light. Boyd and Meza Paggi each shift the traditional focus on aesthetics to a new explanatory emphasis on function in two very

different contexts — designed objects and artificially modified human crania, respectively. Topete challenges received wisdom in a meticulous reconsideration of Kant and Hegel's views of idealism, Giles slips behind the colorful textiles and picture-perfect tourist postcards to address intrafamilial violence in highland Guatemala, Nieto Parra peels away the projected image of YouTube stars as impartial arbiters of style, and Green shines a light on intersectionality and the experience of discrimination in the workplace. Many of the authors explore a world they perceive to be more fraught with anxiety, psychological distress, and social isolation than ever before. Rather than accept the status quo, they invert traditional approaches to create a new vision, with Matley and Faria each bringing the relatively new discipline of positive psychology to bear on student success at the elementary and university levels, respectively; Sanchez interrogating the effects of new media on that most human of experiences, intimate relationships; and Do exploring the often overlooked psychological needs of the part-time labor force. Salas takes the project even farther by challenging the primacy of widely accepted psychological interventions in managing anxiety. Authors also probe seemingly straightforward explanations to find the more complex factors at work below the surface, with Esparza detailing the economic, environmental, and cultural factors that influence a mother's choice to breast or bottle-feed her newborn and Keefer asking tough questions about relationships among childhood sexual abuse, criminality, and recidivism.

These articles reflect efforts to raise intellectual curiosity to the level of sound research and we hope that they will spark interest, reflection, and an impulse to action in the minds of our readers.

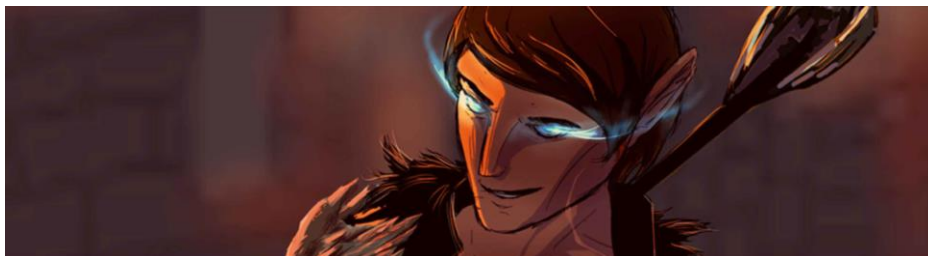


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*Seniors in the Honors Program are encouraged to tackle complex problems using methods, insights and knowledge drawn from relevant disciplines. Honors Program faculty and capstone research mentors offer critical feedback and guidance along the way. The main objective is for students to explore, gather, and analyze information effectively, and to share their reflections on the implications of what they have discovered. Group discussions help to promote thoughtful questioning and critical analysis. The primary goal is to communicate knowledge, judgments, and original perspectives cultivated on the basis of careful inquiry, exploration and analysis.*

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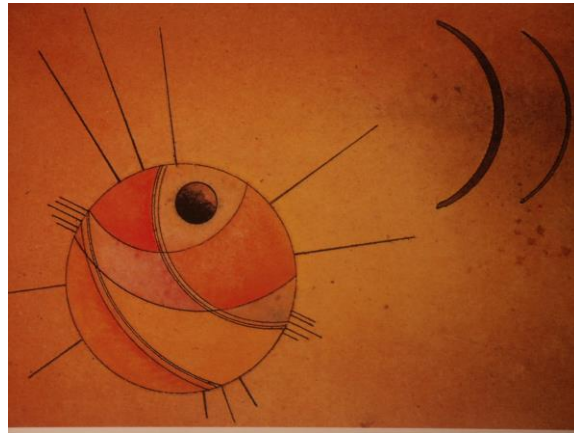
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## **HONORS PROGRAM COMMUNITY STATEMENT**

The Honors Program at CSU Stanislaus is a community of scholars bound together by vital principles of academic openness, integrity, and respect. Through focused study and practice involving exploration and discovery across a variety of disciplines, the Honors Program upholds these principles of scholarly engagement and provides students with the necessary foundations for further research and inquiry.



Our interdisciplinary curriculum is integral to this work, and is intended to facilitate creative understanding of the irreducible complexities of contemporary life and knowledge. Personal and intellectual honesty and curiosity are essential to this process. So, too, is critical openness to difficult topics and respect for different perspectives, values and disciplines. The Honors Program aims to uphold these virtues in practice, in principle, and in community with one another.

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# **Positive Psychology and Student Success: How Flow, Mindfulness, and Hope are Related to Happiness, Relationships, and GPA**

**Natalie Faria**

## *Abstract*

The relatively new field of positive psychology has captured the interest of researchers and the public because of the potential benefits from its interventions. Continuously generating evidence that supports the advantages of positive psychology concepts is vital to the longstanding establishment of the field. Flow, hope, and mindfulness have been studied individually and have been found to be advantageous; however, these three concepts have yet to be comparatively researched in academic settings. Flow, hope, and mindfulness were measured to determine relationships to student success, which was defined for this study's purpose as happiness, GPA, and social relationships. The sample consisted of California State University, Stanislaus' students and data was obtained via self-reported responses to pre-established surveys developed to measure the variables. Correlation, multiple regression, and mediation were tested between all variables. It was found that flow, mindfulness, and hope were positively correlated to happiness; however, hope mediated the relationships between both flow and mindfulness to happiness and accounted for over one-third of the variance in happiness. Additionally, it was found that flow and hope were positively correlated with social relationships; however, hope mediated the relationship between flow and social relationships. Lastly, it was found that GPA was not related to any variable. These results suggest that experiencing more hope may greatly benefit people. Future research could further investigate the role hope (and other similar concepts such as optimism and expectations) plays in people's lives. As compared to mindfulness and flow, researching and employing positive psychological interventions to increase hope would likely be the most advantageous. Potentially, these findings could be used for personal benefit as well as positively influencing others.

## **Introduction**

Psychology is an evolving field of study with different branches and approaches attracting interest and support throughout time. A single field of study proclaims that its research and applications can benefit the majority of individuals. Recently, Seligman and Csikszentmihalyi (2000) introduced a new field called "positive psychology" that encompasses scientific study at three levels: subjective, individual, and group. The goal of this newly founded field is "to begin to catalyze a change in the focus of psychology from preoccupation only with repairing the worst things in life to also building positive qualities" (p. 5). This goal of positive psychology provides an understanding of how the field has developed; positive psychology is a rejection of other current perspectives in psychology. Sheldon and King

(2001) explain how "the predominant negative bias of traditional psychology" (p. 216) has prevented the study of the positive aspects of human life, thus providing an incomplete view of individuals that the study of positive psychology may fulfill (Sheldon & King, 2001). The concepts that positive psychology incorporates in its field of theory and research are beneficial for nearly everyone, not just for people who suffer from mental illnesses. Researchers' study of positive psychological theories has led to the application of these theories in various settings, including the workplace, at home, therapy, physical and mental health care, correctional facilities, and schools.

The purpose of this research is to conduct an original study to measure relationships between positive psychological experiences and students' lives. Specifically, it is expected that greater

experiences of flow, mindfulness, and hope would be positively related to student success. Flow, mindfulness, and hope will be measured based on students' self-report of how they currently experience the concepts without employing any sort of intervention. For this research, student success is comprised of three important aspects of students' lives: happiness, social relationships, and academic achievement.

This research is valuable in further supporting the potential of this new field. While researching the various concepts and applications within the field of positive psychology, a published study that had comparatively looked at the relationships between flow, mindfulness, and hope in the academic setting has not yet been conducted. Furthermore, these three concepts were chosen to study because of the prevailing interest and widespread advantages uncovered by previous research (see "Literature Review" below). Establishing relationships between these three concepts and student success would allow for comparison among these concepts, thus providing more support for flow, mindfulness and hope. Additionally, connections between flow, mindfulness, and hope to various domains of students' lives will also be examined. Studying these relationships leads to developing useful interventions; if these interventions are proven effective, positive thoughts, beliefs, and behaviors could increase within individuals, and these individuals would advantageously affect the people around them.

## **Literature Review**

### ***General Positive Psychology Interventions in Education***

Positive psychology has been applied in academic settings for students of various grades, including at the university level. Although this is not meant as a comprehensive review of all relevant research, multiple studies will be discussed to help readers understand the general applications of positive psychology in education. Several ways that positive psychology can be

incorporated into schools include offering a complete positive psychology course, learning and integrating the concepts in other classes, and encouraging school counselors to incorporate the various techniques when working with students.

Several positive psychology courses have been offered at various universities. Seligman (2003) introduced the format of a positive psychology course, which was taught by three leading researchers in the field, and stated that students had found this course beneficial. Even reaching the interest of the public, Goldberg (2006) reported on the positive psychology course offered at Harvard, explained how it differs from Harvard's typical courses, and described it as "[t]he most popular course at Harvard this semester" (para. 1). The popularity of this course at an academic institution such as Harvard suggests the appropriateness and potential of offering such courses at other universities.

Further expanding on the idea of complete positive psychology courses, researchers have collected data of students who have taken a comprehensive positive psychology course. As a single example, Maybury (2013) provides a recent study of a positive psychology course conducted in a university class in the United States in which various aspects of students' lives were measured prior to the course and after the course was completed. The small sample of students were taught positive psychology concepts and techniques, were given related assignments to complete, and were instructed to apply the positive psychological techniques to their lives. At the end of the course, "students' happiness, mindfulness, hope, and positive future orientation" (p. 64) had all increased as compared to the beginning of the course (Maybury, 2013).

Another way positive psychology can be applied in schools is by learning and integrating the concepts throughout regular classes or even across the entire school. Seligman, Ernst, Gillham, Reivich, and Linkins (2009) provide a discussion of schools that have applied various positive psychology programs; this includes a



single school that integrated positive psychology, in theory and application, in the majority of students' education. Anecdotes suggest that this full intervention resulted in a positive impact in students' education and home life. However, no methodological data was reported (Seligman et al., 2009).

Interventions by school counselors are a final way that positive psychology can be applied in academic settings; school counselors could use techniques influenced by positive psychology when working with students. Park and Peterson (2008) discuss the practicality of how school psychologists can measure and emphasize an individual student's strengths. Furthermore, a discussion of past empirical research provides a clear understanding of the benefits of focusing and enhancing one's strengths in which various aspects of individuals' lives are improved (Park & Peterson, 2008).

### ***Three Positive Psychology Concepts Applied in Education: Definitions and Examples***

Although positive psychology is a subfield that encompasses numerous techniques and concepts, three ideas have been explored more thoroughly than the rest: flow, mindfulness, and hope. These are all concepts that can be measured and potentially manipulated, and they appear to differ depending on individual people. These concepts have generated much research and have been applied in various settings, including education. Experiencing high levels of flow, mindfulness, and hope has positive impacts on individuals, including students. Definitions of flow, mindfulness, and hope, as well as brief examples of studies regarding these specific concepts in education, are discussed below.

#### *Flow*

Flow is a concept that many people can easily understand, relate to, and recognize having experienced. Csikszentmihalyi (1990) introduced the state of flow as a feeling of "optimal experience." When a person is engaged in flow, they have a goal to reach and are

completely focused on it. They are not particularly self-conscious, and they are performing an activity that is intrinsically satisfying to them (Csikszentmihalyi, 1990). This experience can exist for nearly any individual and thus can be studied in academic settings.

Flow has been manipulated and measured in students' lives. For example, Rogatko (2009) studied how high or low flow activities can influence positive affect (positive emotions). Students were placed in one of two conditions in which they were instructed to engage in activities that would personally promote either high or low levels of flow. The study found that positive affect had increased significantly in the group of students who were instructed to engage in activities that would promote high levels of flow. It was also found that students who experienced higher flow levels, regardless of their assigned groups, experienced increased positive affect and decreased negative affect (negative emotions). While exercise was reported as a typical high flow activity, attending class was a low flow activity. However, many students who reported high levels of flow had been engaged in academic related activities, which suggests that engaging in flow differs between individuals (Rogatko, 2009).

#### *Mindfulness*

Mindfulness can be a difficult experience to define, and it is even more difficult to achieve. Kabat-Zinn (2003) has defined mindfulness as "the awareness that emerges through paying attention on purpose, in the present moment, and nonjudgmentally to the unfolding of experience moment by moment" (p. 145). Achieving complete mindfulness does not appear to be common or easy to do, but individuals can attempt to experience mindfulness and achieve success to some extent.

Mindfulness can be increased by natural manipulations. For example, Caldwell, Harrison, Adams, Quin, and Greeson (2010) studied college students who had enrolled in three different classes that were focused on moving

one's body. Students' mindfulness, stress, mood, self-efficacy, and sleep quality were all measured. It was found that by the end of the course, students in these classes had become more mindful than when they began the courses. Students also experienced healthier levels of stress, mood, self-efficacy, and sleep quality (Caldwell et al., 2010).

### *Hope*

Hope is a common concept that the majority of people easily understand. For clarity, however, one understanding of hope will be discussed. Snyder et al. (1991) provided and tested a measure of hope. The researchers asserted that hope consisted of two elements: agency, which can be explained as one's determination to reach goals, and pathways, which can be explained as how one plans to attain goals (Snyder et al., 1991).

It has been questioned whether hope is a stable trait or if it can be manipulated. Feldman and Dreher (2012) studied whether hope, defined using Snyder et al.'s "Hope Theory" (see above), can be increased within 90 minutes and whether this increase would remain effective up to one month later. College students were assigned to three different groups: one that manipulated hope, a relaxation group, and a no treatment group. It was found that students who were part of the hope manipulation had experienced increased hope concerning their chosen goal, but effects did not last one month later. The hope group was also the most successful in advancing toward their goal one month after the short activity had taken place. However, differences in hope did not entirely explain the differences in the advancement toward students' goals that were observed between the groups (Feldman & Dreher, 2012).

## **Method**

### ***Participants***

The sample consisted of 129 undergraduate students at California State University, Stanislaus in which 26.8% were males and

73.2% were females. The age of participants ranged from 18 to 52 years old, with an average age of 22.27 and a standard deviation of 5.50. Of the participants, 53.9% were Latino(a)/Hispanic, followed by 26.6% who were Caucasian, 7.8% were East Asian/Pacific Islander, 4.7% were multi-racial, 3.1% were African American, 1.6% were Middle Eastern, and 2.3% classified themselves as "other."

### ***Materials***

Pre-established surveys that were found in journal articles and used in previous studies were used for this research. Flow was measured with the Flow Short Scale (Engeser & Rheinberg, 2008), but the directions were adapted to focus on school-related activities. Mindfulness was measured with the Mindful Attention Awareness Scale (Brown & Ryan, 2003). Hope was measured with The Hope Scale (Snyder et al., 1991). Social Networks was measured using the Lubben Social Network Scale - 6-Item Version (Lubben et al., 2006). Happiness was measured using the Subjective Happiness Scale (Lyubomirsky & Lepper, 1999).

### ***Procedure***

Participants were recruited through SONA (<http://csustan.sona-systems.com/>), the online participant pool available through the Psychology Department at CSU, Stanislaus. Once students create accounts through SONA, they are given access to participate in all listed active studies occurring through the Psychology Department. Students choose to participate in whichever and however many studies they prefer. Students received extra credit for participating in this study at the discretion of their professors.

After students signed up for this study through SONA, they were redirected to Qualtrics. Qualtrics is the website used to construct the survey and thus hosted the survey for participants to complete. Participants were first provided with an informed consent form, which provided students with enough information about the study and what would be

expected of them; this information enabled participants to make a knowledgeable decision to continue with the study as well as understand their rights as participants. These rights include skipping questions and not having to complete the entire survey. Students who agreed to the consent form then continued to the study.

Participants were all given the same surveys (see above), but the surveys were presented to participants in random order to control for order effects. After participants completed these surveys, they were then asked to complete a short demographics questionnaire, which asked their gender, age, race/ethnicity and GPA. GPA was measured simply by asking participants to report their GPA by typing a number into a text box.

After completing the survey, participants were given a debriefing sheet which explained the purpose of the study, provided contact information should they be interested in getting more information about the study, and thanked them for participating.

### **Data Analysis**

Several statistical tests were used to analyze the data. First, correlational analyses were performed to measure how related one variable is to another variable. Multiple regression analyses were performed in which two or more variables are used to predict another variable. A Sobel test was used to assess mediation; mediation occurs when the relationship between two variables is explained, or mediated, by a third variable.

### **Results**

It was expected that flow, mindfulness, and hope would be positively correlated to happiness, social relationships, and GPA. In other words, students who reported greater experience of flow, mindfulness, and hope would be happier, have a better quality of social relationships, and have a higher GPA.

Through correlational analyses, it was found that flow, mindfulness, and hope were significantly and positively correlated with happiness (Table 1). When flow, mindfulness,

and hope were input into a multiple regression equation, they accounted for 39% of the total variance in happiness,  $F(3, 118) = 25.23, p < .01$ ; however, only hope remained a significant predictor. It was found that controlling for hope reduced the relationship between mindfulness and happiness from  $R(126) = .30, p < .01$ , to  $R(118) = .11, p = .16$ . A Sobel test revealed that the relationship between mindfulness and happiness was fully mediated by hope,  $z = 3.23, p < .01$ . Similarly, it was found that controlling for hope reduced the relationship between flow and happiness from  $R(124) = .35, p < .01$ , to  $R(120) = .07, p = .37$ . Again, a Sobel test revealed that the relationship between flow and happiness was fully mediated by hope,  $z = 4.74, p < .01$ .

Through further correlational analyses, it was found that flow and hope were significantly and positively correlated with social relationships, although mindfulness was not (Table 2). When flow and hope were entered into a multiple regression equation, they accounted for 22% of the total variance in social relationships,  $F(2, 120) = 17.03, p < .01$ ; however, only hope remained a significant predictor. It was found that controlling for hope reduced the relationship between flow and social relationships from  $R(124) = .30, p < .01$ , to  $R(120) = .13, p = .15$ . As before, a Sobel test revealed that the relationship between flow and social relationships was fully mediated by hope,  $z = 4.06, p < .01$ .

Lastly, correlational analyses revealed that neither flow, mindfulness, nor hope were significantly correlated with GPA (Table 3).

### **Discussion**

Flow, mindfulness, and hope all appear to be related to different aspects of student success. Students who experienced greater flow, mindfulness, or hope were happier than students who experienced lower levels of these concepts. Students who experienced greater flow or hope had better quality of social relationships with friends and family. Finally, levels of flow, mindfulness, or hope were not related in any way to GPA.

Interestingly, when flow, mindfulness, and hope were analyzed in how much they explained happiness, it was found that 39% of the differences in happiness can be explained by these three factors. However, it was found that hope accounted for, or mediated, the relationships of both flow and mindfulness; hope can individually explain a proportion of the differences in people's happiness. In other words, flow and mindfulness were only related to happiness because hope is related to happiness, flow, and mindfulness.

Furthermore, 22% of the differences in social relationships were explained by both flow and hope. Similarly, it was found that hope also mediated the relationship between flow and social relationships, so flow was only related to social relationships because of hope.

GPA was not related to any of the positive psychology concepts studied, which suggests that students would not necessarily gain academic benefits through positive psychological interventions. Although GPA may not be related to positive psychological concepts, future interventions may still improve happiness and social relationships; improvement in these areas of people's lives may be more beneficial as compared to improving the single aspect of GPA. Therefore, understanding and increasing people's experiences of concepts such as hope could be greatly beneficial and may be generalizable to multiple aspects of individuals' lives.

The outcomes of this study should be carefully interpreted because of several limitations and weaknesses of this study. First, there were many survey items, which may have resulted in some participants not honestly completing the entire survey. Regardless of remaining anonymous, participants may have answered questions dishonestly as a result of self-report. Additionally, academic achievement was only measured using a single item, and GPA may not accurately represent a student's academic achievement or potential. Thus, academic achievement could have been measured through multiple items, including

GPA, standardized testing scores, teacher evaluations, and research experience, while also considering the student's major.

The results of this study suggest that while greater experiences of flow, mindfulness, and hope are related to student success, simply being more hopeful may have the greatest advantages as compared to experiencing more flow or mindfulness. Although the sample consisted of college students, this may be the case for the general population as well. Future research could further investigate the role hope plays in people's lives. It is important to consider that hope may be a relatively stable trait within individuals; therefore, researching other related and more flexible factors may prove to be more beneficial for people. Optimism, expectations, and emotion regulation are concepts that future research could investigate in various settings. However, hope accounts for over one-third of a person's happiness, which suggests that hope is a powerful factor and is worthy of being a substantial part of potential positive psychology interventions. If people can be happier by increasing a single factor such as hope, their attitudes and behaviors may be positively influenced from this change. When people are happier, they may act more positively toward other people which may then influence those other people to also be happier. Thus, a change within a single person can affect many other people.

This research reviewed how positive psychology has been applied in academic settings, discussed previous research of flow, mindfulness, and hope, and described how an original study was conducted. The results of the study suggest that hope is incredibly important and influential in people's lives, and it is a concept worth further study. It is likely that greater benefits would be revealed through further researching and employing interventions to increase hope. These potential findings could be used for personal benefit as well as influencing other people around one's self: positivity and happiness spread from one person to another.

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Table 1  
*Correlations between happiness, flow, mindfulness, and hope.*

Measures	1	2	3	4
1. Happiness	---			
2. Flow	.35**	---		
3. Mindfulness	.30**	.26**	---	
4. Hope	.61**	.46**	.30**	---

\*  $p < .05$

\*\*  $p < .01$

Table 2  
*Correlations between social relationships, flow, mindfulness, and hope.*

Measures	1	2	3	4
1. Social Relationships	---			
2. Flow	.30**	---		
3. Mindfulness	.17	.26**	---	
4. Hope	.47**	.46**	.30**	---

\*  $p < .05$

\*\*  $p < .01$

Table 3: *Correlations between GPA, flow, mindfulness, and hope.*

Measures	1	2	3	4
1. GPA	---			
2. Flow	-.01	---		
3. Mindfulness	.07	.26**	---	
4. Hope	-.02	.46**	.30**	---

\*  $p < .05$

\*\*  $p < .01$

# Support for the Spandrel Hypothesis in Artificially Modified Skulls

Jorge Meza Paggi

## *Abstract*

Intentional cranial modification, alike other forms of body modification, has been practiced by many cultures around the globe. Anthropologists have studied the reasons that support such tradition, the methods used for it, and the changes it produces on the cranium among different groups. However, the biological mechanisms that allow for the intentional modification of the skull to take place have not been extensively considered. Using a functional perspective and considering signaling pathways between tissues, four fronto-occipitally modified skulls are analyzed. The change in shape of the cranial vault and the bulging of the sagittal suture caused by the modification are correlated with the spatial redirection of brain growth. The lack of frontal sinuses seen in all individuals is associated with the technique used for the modification. Finally, the potential of a functional approach in the study of human populations and evolution is emphasized.

There has been a lot of debate surrounding the paranasal sinuses of vertebrates. In the center of this debate is their function or evolutionary advantages. Two theoretical avenues have approached this question, one considering possible physiological roles for these cavities and the other structural roles. Researchers that have taken the former approach have related the sinuses to the development of the olfactory complex, to the resonance of emitted sounds, to the conditioning of inhaled air, and other factors (e.g. Braune and Clasen, 1877; Leakey and Walker, 1997; and Gannon et al., 1997). Theories that have related the sinuses to structural functions have suggested that they are linked to the lightening of the skull, to an assistance in facial growth, to the dispersion of masticatory forces, and other structural necessities (e.g. Davis et al., 1996; Moor and Persaud, 1993; and Preuschoft et al., 2002). In recent years, however, with the advancement of non-intrusive imaging techniques (specifically three dimensional computer tomography), a new wave of studies from different disciplines has approached the paranasal sinuses. The new observations have led to the resurfacing of an often overlooked hypothesis that does not assume a specific function for these structures. This hypothesis proposes the paranasal sinuses as biological spandrels, phenotypic characteristics selected as

a product of evolutionary forces acting upon a separate trait, an idea introduced by Gould and Lewontin (1979).

Key to this idea is the allometric development between different cranial components, or functional matrices. The spandrel hypothesis proposes that cranial bones, which are part of different functional matrices, must accommodate this allometric growth, and in this manner allow for pneumatization to occur. This dynamic can be observed well on the frontal bone, since its inner table is part of the cerebral compartment while its outer table responds to the development of the face (Moss and Young, 1960). In the case of humans both tables of the frontal bone advance together until approximately the age of seven. This advancement is directed by the accelerated expansion of the frontal lobe in relation to the nasomaxillary complex. After this period the expansion of the frontal lobe is arrested, however there is still significant facial growth. As a consequence, the outer table of the frontal bone begins to drift forward significantly faster than the inner table (Shapiro and Schorr, 1980). This separation results on a spatial gap in the vertical portion of this bone, which is initially filled with trabecular bone. Just as is the case with long bones, there is here a transition from red to yellow marrow. However, this is then followed

by the opportunistic invasion of this space by the mucous epithelial tissue of the frontal recess, so creating a sinus (Scuderi et al., 1992). Zollikofer et al. (2008) argue that this invasion is possible because the deposition of extracellular bone cannot keep up with the expansion of the outer table of the frontal bone. This causes a thinning of the trabecular mesh that facilitates the invasion and formation of air cells. They note that in the Broken Hill and Forbes' Quarry Neanderthal specimens the frontal sinuses do indeed extend towards areas of less trabecular density.

The sinuses, being a product of an allometric development between different functional matrices, should reflect how these matrices are arranged and sized in relationship to each other. Such arrangements are determined by evolutionary pressures acting on these structures. This notion can clarify multiple observations regarding the sinuses across a variety of taxa. For instance, Vleck (1967) points out that between humans and Neanderthals variations in sinuses follow changes in cranial morphology, and that the size of the Neanderthal sinus is not relatively large. He argues that the frontal sinuses of Neanderthals occupy a great space in the anteroposterior axis only due to more pronounced brow ridges, while they are still confined to the lower portion of the bone due to the slope of the frontal squama. The opposite is true for humans, with a steeper squama.

In a similar manner, Zollikofer et al. (2008) argue the large maxillary sinuses found in Neanderthals are due to the bulging of this bone, absent a canine fossa, and not the opposite. Evidence of this rests on the fossils of infant Neanderthals, which lack a sinus, but already possess more projecting maxillae. They also interpret the invasion of the zygomatic by the maxillary sinus occasionally observed in Neanderthals and great apes as a consequence of the greater zygomatico-maxillary interface present in these groups. All these propositions relate the sinus to structures that are more susceptible to evolutionary requirement.

Shapiro and Schorr (1980), also noticed that the frontal sinuses arise due to “incongruity” between the crania vault and the face. They point out that in wolves, where the eye orbits and nasion are significantly more anterior than the anterior end of the cranial vault, larger frontal sinuses are found than in dwarf dogs, where the eye orbits and nasion are placed immediately below the cranial vault. It is more likely that the sinuses are being suppressed by the domestication complex, rather than lost due to direct selection. They also provide a list of congenital diseases in humans that affect the development of the nasomaxillary complex, and consequently prevent or limit the pneumatization of the frontal bone. Among these are maxillofacial dysplasia, otopalatodigital syndrome, mandibulofacial dysostosis, and Down's syndrome. These observations also associate the sinuses to other cranial components, not only to their evolutionary history, but also to more casual variations.

The maxilla participates in distinct functional matrices as well, mainly the eye orbits and the dentition. Thus, it should be expected that these matrices influence the formation of sinuses in this bone, in a similar fashion as the cranial compartment and face influence the formation of sinuses in the frontal bone. This seems to be the case when comparing these functional matrices in species of new world monkeys with and without maxillary sinuses. Squirrel monkeys (*Saimiri*), which do not have maxillary sinuses, present a high degree of approximation of the orbits to the posterior dentition compared to other new world monkeys that do have sinuses (Hartwig, 1995). This species also possesses a relatively larger posterior dentition, but it is not only the large size of these components that seems to limit the formation of the maxillary sinuses. By comparing the development of *Saimiri* to that of the other two species that present sinuses, Smith et al. (2010) found that the region of trabecular bone in *Saimiri*, where other species would present a sinus, is occupied by the permanent dentition before it emerges. This suggests that, to



understand how pneumatization comes to be, the relative arrangement of functional matrices during the ontogenic process must be considered.

These observations could be used to explain the disappearance and re-appearance of the maxillary sinus among old world monkeys. Since *Macaca* is the only extant cercopithecoid genus that presents sinuses, it was widely accepted that these structures were already lost by an early cercopithecoid common ancestor and that their presence in *Macaca* is due to a reversal. However, the presence of these structures on some extinct fossils belonging to other genera suggests that the structure may simply have been suppressed (Rae, 2007). The spandrel hypothesis allows us to relate this suppression to the pressures acting upon other cranial components in old world monkeys. This approach explains the lack or presence of sinuses on cercopithecoids without the need of arguing for a great amount of homoplasy.

The hypothesis allows us to understand the variation in paranasal cavities as a consequence of evolutionary pressures, environmental factors, diseases, and ontogeny. It should be reflected in any phenomenon that affects the arrangement or development of the functional matrices of the cranium, including cranial deformation. Techniques of intentional cranial modification should have the same effect on the paranasal sinus, specifically the frontal sinus, if they are applied during the time of sinus development. This is because cranial modification practices are correlated with changes in the shape of the cranial vault and of the face. In the case of fronto-occipital deformations, the pressures applied on the frontal and occipital bones lead to a brachycephalic crania vault, and to a wider and shorter face (Anton, 1989; and Cheverud et al., 1992). The flatter and shorter forehead caused by this type of deformation would prevent the pneumatization of the frontal bones.

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# Idealism from Kant to Hegel

Isaac Topete

For human reason, impelled by its own need rather than moved by the mere vanity of gaining a lot of knowledge, proceeds irresistibly to such questions as cannot be answered by any experiential use of reason and any principles taken from such use. And thus all human beings, once their reason has expanded to [the point where it can] speculate, actually have always had in them, and always will have in them, some metaphysics.<sup>1</sup>

—Immanuel Kant, *Critique of Pure Reason*

## *Abstract*

Within his *Critique of Pure Reason*, Kant endeavored on a project that replied to epistemological issues that were endemic to the period, with special attention paid to the relationship of cognition to objects. In the process of explaining this relationship between cognition and objects, Kant develops a novel philosophical trajectory through which to understand how knowledge of objects is possible. This trajectory resides on a bifurcation of the appearance that is spatio-temporally filtered and categorically determined, versus the object considered in-itself. Furthermore, Kant posits a two-fold constitution of knowledge by the two faculties of understanding and sensibility, and thereby, rejects the hypothesis of an intuitive understanding. With these two stances in mind, Hegel—within the *Science of Logic*—is critical of Kant insofar as he sees these above positions by Kant as detrimental to the project of idealism. Detrimental in the sense that Hegel thinks that Kant's position is self-contradictory to the extent that concepts exist only in relation to appearance (i.e. illusory being) and, hence, concepts do not have any actual 'truth' to them insofar as they only apply haphazardly. So, from the perspective of Hegel, for Kant, concepts are derivative and hold no actual traction beyond that which appears. This, therefore, leads to Hegel's attempt to critique and overcome these Kantian assumptions within the *Science of Logic*.

## **Introduction**

Hegel begins the work by conceiving of his logic as a presuppositionless science. Consequently, Hegel starts with wholly indeterminate being insofar as this is a 'proper' beginning for a presuppositionless science. Hegel strives to demonstrate that indeterminate being unfolds through a series of determinations, e.g. being as quality, magnitude, and quantity. And so, through a series of determinations, being 'becomes' essence. This section of the text sets the stage for Hegel's criticism of Kant, and, by extension, any theory that resides on a dichotomy

between appearance and reality (or, for Kant, appearance and the thing-in-itself), e.g. skepticism, empirical realism, etc. With this being the basis for Hegel's critique of Kant, the following paper will attempt to explicate this relationship between Kant and Hegel. This task, therefore, requires an explication of Kant's methodology in order to show how the thing-in-itself develops as an issue at all from the *Transcendental Aesthetic* to the *Transcendental Logic*, with emphasis paid to the *B. Deduction*. It thereby situates Hegel's interpretation and critique of Kant's method. This requires situating

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<sup>1</sup>Immanuel Kant, *Critique of Pure Reason*, trans. Werner S. Pluhar, B22

Hegel's criticism in order to demonstrate why he thinks of Kant's dichotomies as problematic. First, this means delineating Hegel's criticism of appearance within *The Doctrine of Essence*, along with his dissolution of the dichotomy between appearance and reality within *The Doctrine of the Concept*. So, this paper will argue that Hegel dissolves these above dichotomies through an idealism that posits a sensible understanding, i.e. what Kant labels an understanding that intuitively. That is, a conception of cognition where concepts are not limited to mere appearance, and so, gives traction to the claim that the *Idea* alone is *being*, imperishable *life*, *self-knowing truth*, and is all *truth*, i.e. reality. With this, Hegel elevates the concept to the status of the *Idea* by dissolving the bifurcations of appearance-reality and sensibility-understanding. And thus, the task of this paper is to trace this critique by Hegel in order to explicate the historico-philosophical development of German idealism.

### **Idealism in the Aesthetic: The Bounds of Sensibility**

The philosophical strategy that Kant develops within his critique resides on several axioms by which he posits his transcendental idealism. Thus, in order to contextualize Hegel's critique of transcendental idealism, an explication of these axioms is required. The first axiom that Kant thematically emphasizes within the transcendental aesthetic is the distinction between appearance and the thing-in-itself. So, Kant attempts to maintain throughout the aesthetic the dichotomy of the thing for the subject and the thing as it is prior to the subject's organizational capacities acting on it. These capacities, insofar as the aesthetic is concerned, are the forms of space and time. Space and time function as organizational filters that subject the manifold of intuition to spatio-temporal relations. This is strategically asserted by Kant in order to forward his Copernican revolution as a legitimate thesis. Kant claims, "Let us try to find out by experiment whether we shall not make

better progress in the problems of metaphysics if we assume that objects must conform to our cognition."<sup>2</sup> What is at stake here is the scope of Kant's project, i.e. transcendental idealism. For space and time are not actually existent in the sense of being independent entities, but are rather a priori forms by which the subject organizes the manifold of sensible data. So, space and time forward the idea that objects conform to cognition. And thus, the very possibility of objectivity rests upon the subjective forms of space and time. In other words, objects necessarily appear as spatio-temporal due to the particular way in which the subject receives the manifold of intuition. And so, if we abstract the subject, we also abstract space and time as forms by which the sensible is organized.

However, in order to explain this relationship between the sensible and the subject's organizational capacities, Kant posits a dichotomy between matter, i.e. the sensible, and form. This logic of matter and form resides on Kant's assumed axiom that there is that which appears and 'something behind that which appears,' so to speak. That is, both matter and form are applicable to that which appears, but do not hold for the supersensible, i.e. the 'thing,' prior to any determinations by the subject whatsoever. The matter-form distinction operates as follows: matter is given exteriorly from the undetermined manifold, and form functions as that by which the unorganized manifold becomes spatio-temporally related by the subject. As Kant claims, "Whatever in an appearance corresponds to sensation I call its *matter*; but whatever in an appearance brings about the fact that the manifold of the appearance can be ordered in certain relations I call the *form* of appearance."<sup>3</sup> So, for example, in the perceptual act of seeing the color red, there is the sensorial content given, but this content is organized such that the appearance of a red table is possible at all. The sensorial content is organized into relations such that the red table appears to the subject with certain geometric relations, e.g. square, rectangles, etc., along with being placed into

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<sup>2</sup>Ibid, B XVII

<sup>3</sup>Ibid, B35

temporal relations of succession and simultaneity, i.e. such that the subject recognizes a permanent object that is contextualized by a before and after. And so, again, the very possibility of objectivity, i.e. of an object appearing for a subject, depends on these relations produced by form.

With this conclusion regarding the possibility of objectivity, Kant is attempting to forward his thesis regarding the relation between cognition and objects. However, Kant is also maintaining his critical attitude towards reason, i.e. determining the limits of reason. So, Kant is also de-limiting reason within the aesthetic, as “the transcendental object remains unknown to us.”<sup>4</sup> This claim functions as a de-limitation of reason, as reason cannot determine whether or not the transcendental object *is* the appearing object. All reason can definitively state, especially in light of the space and time, is that the object *is* always an object for a subject, and moreover, that this object is based upon a logic of appearance. Insofar as any given object is an object for a subject that has been related, determined, and subsumed into a paradigm of knowing, the object is an appearance. This logic of appearance allows for the possibility of foundational knowledge. That is, Kant de-limits reason such that he bifurcates the subject and object in the above fashion, and thereby, creates the space for indubitable knowledge that the subject has in regard to the object. However, in the process of securing the space for this type of knowledge, Kant necessarily creates a distinction between that appearing object and the transcendental object. And thus, the philosophical cost of this type of knowledge is the unknowability of the transcendental object.

Lastly, Kant’s critique of reason within the aesthetic depends on a logic of finitude in regard to the subject. That is, Kant makes the claim that what is given in sensibility is not itself originary with regard to objects. In other words, sensibility

does not produce the object. And so, the human subject, as finite, is dependent upon on an exteriority in order to be given intuitions. As Kant states, “our kind of intuition is called sensible because it is not original.”<sup>5</sup> For the human subject is “dependent as regards both its existence and its intuition.”<sup>6</sup> In other words, because the subject is finite in regard to reason, it does not have access to an originary intuition that could intellectually produce objects. So, the human subject is dependent in its existence insofar as it is not a necessary being, i.e. God, and also dependent upon ‘objects’<sup>7</sup> to be given sensations. Kant calls this hypothetical regarding an originary intuition that which would belong to an intellectual intuition, i.e. a productive intuition that is not dependent upon objects in order to have sensations.

#### **Idealism in the *B. Deduction*: The Function of Understanding**

Now having laid out Kant’s methodology within the aesthetic, the next task entails an explication of his method within his *B. Deduction*. Kant’s trajectory within the *B. Deduction* opens up a philosophical avenue through which to better understand the relationship between sensibility and understanding. This will be necessary in contextualizing Hegel’s critique of the dichotomy of sensibility and understanding. So, Kant’s method within the *B. Deduction* heavily privileges the role of the understanding in relation to sensibility, but he still attempts to maintain a separation by arguing against pivotal hypotheticals. In particular, Kant argues against the hypothesis of an intuitive understanding through multiple differing examples within the *B. Deduction*<sup>8</sup>. So, Kant attempts to maintain his thoroughgoing criticality regarding the limits of reason, especially in relation to how the understanding functions with sensibility in the constitution of experience. That is, Kant

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<sup>4</sup>Ibid, A46

<sup>5</sup>Ibid, B72

<sup>6</sup>Ibid

<sup>7</sup>I.e. the human being is dependent upon being given sensations from the undetermined in order to organize that

given-ness via relations. However, whatever that undetermined *is*, cannot be legitimately determined within the bounds of reason.

<sup>8</sup>See B135, B139, and B146

necessarily makes certain claims regarding the bounds of the understanding in order to forward his claim about the finitude of the subject. However, Kant's main aim within the *B. Deduction* is to demonstrate the function of the understanding in relation to experience. In other words, to demonstrate that "the understanding itself is nothing more than the power to combine a priori and to bring the manifold of given intuitions under the unity of apperception—the principle of this unity being the supreme principle in all of human cognition."<sup>9</sup> Thus, Kant's thesis is that, in demonstrating this definition of the understanding, he will legitimize the categories in regard to experience, and thereby circumscribe a thoroughgoing delineation of sensibility and understanding such that experience is possible.

Apperception will be Kant's methodological access point through which to legitimize the categories in regard to experience. This legitimization will show the necessity of the categories and their fundamental role in relation to sensibility. So, Kant will attempt to show that the unity of consciousness is possible only on the basis of the unifying principles of thought, which are the categories. In other words, Kant will demonstrate how the unity of consciousness is tied up with the categories, and so, if experience is necessarily subject to the unity of consciousness, i.e. apperception, then experience is equally subject to the categories.

Kant engages this thesis by first claiming that every intuition that is given in sensibility is subject necessarily to the presentation of the *I think*. For Kant asserts, "everything manifold in intuition has a necessary reference to the *I think* in the same subject in whom this manifold is found. But this presentation, [i.e., the *I think*] is an act of spontaneity; i.e., it cannot be regarded as belonging to sensibility. I call it *pure apperception*."<sup>10</sup> Kant's methodological idealism is expressed within this passage insofar as anything that is found within the manifold of

intuition must have reference to the *I think*. That is, any intuition must have the capacity to be a representation that *I think*. This presentation of *I think* is a presentation that is produced by the unity of consciousness, i.e. pure apperception. It is produced, therefore, by the understanding and not sensibility. For example, if I sense a black cat, this representation must have the capacity to be represented as *I think* the black cat. Therefore, everything that is given in sensibility is necessarily subject to the understanding insofar as all intuitions must have a necessary reference to the *I think*. And so, any intuition that is not subject to the *I think* has no significance *for me*.

By demonstrating the applicability of pure apperception in relation to intuition, Kant has created an avenue through which to introduce the necessity of the categories, and thereby, legitimize the categories in regard to experience. Kant claims, "The act of understanding whereby the manifold of given presentations are brought under one apperception as such is the logical function of judgments."<sup>11</sup> Moreover, this application of judgments in terms of logical functionality is precisely what Kant conceives of as the categories. In other words, the act of bringing the manifold of intuition to the unity of apperception is the application of the *I think* as a judgment. However, this process is merely another way of describing the function of judgments in relation to the categories. For example, when I make the judgment that I see a red chair, I am judging the chair and subjecting the chair to the unity of apperception insofar as this is an object *for me*. The red chair is an object that *I think*. This judgment also entails subjecting the manifold of the 'chair' to the categories insofar as I determine the chair's quality, modality, etc. Hence, my experience of chair is predicated on the legitimacy of the categories insofar as I subject this chair to the unity of apperception.

Insofar as the manifold is subject to the categories, the understanding determines sensibility in relation to the categories. In order

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<sup>9</sup>Ibid, pg. B135

<sup>10</sup>Ibid, pg. B132

<sup>11</sup>Ibid, pg. B143

to explain this determinative relationship between sensibility and understanding, Kant introduces the function of imagination as synthesis. Moreover, Kant names the special relationship between imagination, understanding and sensibility, as regarding a figurative synthesis. This places the imagination between sensibility, insofar as it concerns the manifold of sensible intuition, and the understanding, insofar as it concerns transcendental synthesis. To the extent that imagination concerns transcendental synthesis, "imagination is an exercise of spontaneity, [i.e. an exercise by the understanding.]"<sup>12</sup> To the extent that we are concerned with synthetic imagination, this is an a priori determination by the understanding upon sensibility. The argument is, thus: one, the manifold of given presentations being brought under one apperception is the function of judging. Two, this act of judgment is equivalent to saying that the sensible manifold is subject to the categories. Three, the imagination supplies the understanding with the sensible manifold given in sensibility. Four, the synthetic imagination demarcates that act by the understanding that a priori determines sensibility. This a priori determinative aspect is why Kant calls this synthetic act figurative. That is, figurative synthesis is the structure-bestowing act enacted by the understanding upon sensibility in accordance to the categories. And hence, Kant names this entire process the transcendental synthesis of imagination. Thus, productive imagination, as figurative synthesis, is productive not in the sense of literally producing objects, for this would be what he calls an intuitive understanding. Rather, productive imagination names the act of producing structures that a priori determine sensibility in accordance with the categories, and, thereby, is the possibility of objectivity.

This determinative act by the understanding upon the sensibility is why there is a privilege placed upon the understanding in comparison to sensibility. So, in an effort to maintain his

dualism, Kant actively argues against an intuitive understanding. First, Kant argues that nothing manifold is given within the presentation of *I think*, i.e. apperception. The subject is dependent upon an exteriority to be supplied the manifold of intuition, and thus, does not already have a manifold within itself. In other words, the understanding does not have an unmediated access to the manifold of intuition, and therefore, must be supplied the manifold via sensibility and imagination. It is supplied by sensibility insofar as the manifold is given in receptivity and via the imagination insofar as it "can give to the concepts of understanding a corresponding intuition."<sup>13</sup> Second, Kant argues against an intuitive understanding insofar as he argues that the manifold of intuition is synthetically combined under one apperception by the presentation of *I think*. That is, Kant states that an intuitive understanding would not require such a synthetic act, for the manifold would be originally given in such a subject. Hence, Kant states, "for if I were to think of an understanding that itself intuited, then in regard to such cognition the categories would have no signification whatever."<sup>14</sup> So, the whole process by which we subject the manifold to the unity of apperception via the categories would be null. In this sort of understanding, the manifold would simply be given without having to subject them to the categories. And hence, the categories would have no "signification whatever" for such an understanding.

In line with his critique of reason, Kant delimits the understanding such that it is finite in relation to sensibility. The categories have signification in regard to experience precisely due to the finitude of the subject. Moreover, Kant's strategy of utilizing the empirical as an access point through which to posit the transcendental as grounding the empirical is also expressive of this point. In the case of the unity of apperception, Kant begins with the givenness of the manifold of intuition to thereby posit the unity of consciousness. In other words, Kant

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<sup>12</sup>Ibid, pg. B152

<sup>13</sup>Ibid

<sup>14</sup>Ibid, pg. B146

begins with the finite subject that is constrained such that it receives the manifold of intuition exteriorly. And from this point, Kant derives the unity of consciousness and proceeds to demonstrate the legitimacy of the categories. It is from the manifold of intuition that Kant shows the necessity of apperception. From there, Kant shows that this whole process is another way of describing the process of subjecting the manifold to the categories, and so, if the unity of consciousness is necessary in regard to the manifold, *a fortiori* so are the categories. As with the aesthetic, Kant's philosophical gain is also not without consequence. In the case of the aesthetic, Kant secures the possibility of a priori knowledge via the forms, but at the cost of bifurcating the transcendental object and the appearing object. In the case of the *B. Deduction*, Kant is forced into stating things such as, "why our understanding has this peculiarity that it a priori brings about the unity of apperception only by means of the categories... for this no further reason can be given."<sup>15</sup> Kant is forced into such a statement because he is dedicated to a project that circumscribes the limits of a finite subject's reason; which is why he emphatically argues against an intuitive understanding, for this is beyond the bounds of what he thinks is given to the human subject. And thus, idealism, for Kant, is predicated on the separation between sensibility and understanding and the separation between the appearing object and the transcendental object.

### **Hegel's Critique of Kant's Thing-in-itself**

With the derivation of this conclusion, Hegel offers a critique of Kant's idealism precisely at these vital juncture points. First, throughout the *Logic* Hegel offers several differing critiques of the thing-in-itself. In part, Hegel's project can be seen as unfolding the relationship between thought and being such that the thing-in-itself is merely a philosophical abstraction; an abstraction that arises out of a false dichotomy. For Hegel states, "things are called 'in

themselves' insofar as abstraction is made from all being-for-other, which means simply, insofar as they are thought devoid of all determination, as nothings. What is *in* these things-in-themselves, therefore, we know quite well; they are as such nothing but truthless empty abstractions."<sup>16</sup> Given Kant's position regarding the thing-in-itself, e.g. the transcendental object remains unknown to us, he determines the thing-in-itself in terms of negation. That is, Hegel attempts to show the operative logic within Kant such that the question of, "what *is* a thing-in-itself," is absurd. For what a thing-in-itself *is*, is nothing at all insofar as the thing-in-itself is defined in terms of an absolute nullity. The question regarding what a thing-in-itself is, presupposes a determination be assigned to the thing in question. However, the thing in question is precisely beyond the scope of any sort of determination. Hence, Hegel's comment regarding the thing-in-itself as merely an abstraction based upon nullity.

Moreover, Hegel's criticism is bent on teasing out the contradiction nested in Kant's bifurcation of appearance and reality. As Hegel states, "In [transcendental idealism], the thing-in-itself was not supposed to enter into knowledge...as the Kantian appearance is a given content of perception; it presupposes affections, determinations of the subject, which are immediate relatively to themselves and to the subject."<sup>17</sup> As stated within the section regarding the aesthetic, Kant conceives of a subject that is dependent on an exteriority in order to be affected, and to thereby generate a representation, i.e. an appearance. This presupposes a determination of the thing-in-itself in its capacity to affect the subject, and also in the relationship between the subject that immediately determines the thing in question. In other words, the thing-in-itself is supposed to be unknowable, i.e. undeterminable. However, the logic of appearance and reality do not function at all with that in mind. What Hegel is stating is that we do 'know' the thing-in-itself in terms of a

<sup>15</sup>Ibid

<sup>16</sup>G.W.F. Hegel, *Science of Logic*, trans. A.V. Miller, pg. 121

<sup>17</sup>Ibid, pg. 396-397

negation, and in terms of its capacity to affect the subject. Hence, Hegel names this aspect of appearance “illusory being,” for it *essentially* takes the role of being, but is mere appearance, i.e. illusory. That is, the determinations applied to being are now in application with regard to mere appearance, and are not in regard to reality as such, i.e. the thing-in-itself.

As with any dichotomy, Hegel’s method is to unfold the various premises and show how they interrelate between one another beyond being defined by a difference. That is, Hegel argues such that all dichotomies are false, and hence, Hegel’s critique of the appearance-reality, sensible-understanding dichotomies. As per above, Hegel’s critical attitude is based upon creating tension such that the dichotomy collapses upon itself. In the case of the appearance-reality dichotomy, the thing-in-itself was supposed to be unknowable, but it turns out that there are knowledge-determinations made in regard to the thing-in-itself in terms of negation. And so, given Hegel’s echo of Spinoza, “Determinateness is negation posited as affirmative and is the proposition of Spinoza: all determination is negation.”<sup>18</sup> So, for Hegel, by definition determination implies negation. For example, when I make the most abstract judgement of S is P, I determine S by a negation. In other words, I negate in order to specifically designate S as the issue of my claim. Moreover, I determine, and therefore, negate S by a predication of P. In this way, S is P entails a double determination or a double negation. In the case of the thing-in-itself, insofar as I determine the thing-in-itself as indeterminable, I am still nevertheless making the initial determination of the thing-in-itself being indeterminable.

Insofar as Kant conceives of transcendental idealism, there is an exteriority that is required to affect the subject. This claim in itself, however, imposes a knowledge-determination in regard to that exteriority, i.e. the thing-in-itself. The thing-in-itself, in this sense, is in possession of what Hegel calls an “external reflection”<sup>19</sup>. That is, Kant situates himself as external to the thing-in-

itself, (insofar as what appears to the subject is the representation, but not the thing-in-itself), and thus, reflects upon the thing-in-itself as unknowable insofar as it is external to thought, i.e. indeterminable. However, as demonstrated above, the thing-in-itself is a ‘thing’ with ‘properties’ insofar as it is determined. And hence, is something actual akin to something found within mere appearance. So, insofar as Hegel interprets Kant, he dissolves the dichotomy of appearance and reality.

### **An Intuitive Understanding: The Elevation of the Concept to the Idea**

In Hegel’s critique of the separation between appearance and reality, he forwards his own thesis regarding—what one may call from a Kantian perspective—an intuitive understanding. That is, an understanding where there is a unity to concepts and reality, and therefore, a dissolution of the appearance-reality distinction. This is what Hegel calls the *Idea* and it is posited on the basis of a critique of Kant’s method of approach regarding the logical function of concepts, apperception, the categories, and therefore, the understanding. So, Hegel situates his critique of appearance-reality dichotomy as a precursor to the further critique of Kant’s *B. Deduction*, and thus, how Kant conceives of the function of the understanding. So, the appearance-reality critique is an access point through which to criticize Kant’s project of transcendental idealism.

Hegel begins by attempting to show the empty formalism Kant offers in regard to his interpretation of concepts. That is, concepts are deprived from reality insofar as there is a bifurcation of appearance and reality. Moreover, concepts do not have truth to the extent that Kant attempts to maintain his axiomatic dualism of sensibility and understanding. So, Hegel states, “in general, the Concept and the logical element are declared to be something merely formal which, since it abstracts from the content, does

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<sup>18</sup>Ibid, pg. 113

<sup>19</sup>Ibid, pg. 490



not contain truth.”<sup>20</sup> Within this passage, Hegel is arguing that concepts within the Kantian framework are only logical functions without any actual truth-content. That is, given that there is a bifurcation of sensibility and understanding, sensuous existence is given in sensibility and not in the understanding. And so, concepts do not have any immanent connection with sensuous existence. Furthermore, as the above interpretation of Kant attempted to show, the understanding functions in relation to sensibility in terms of a formal determination. That is, the understanding a priori determines sensibility. However, understanding is still necessarily dependent upon sensibility to be given intuitions. So, Hegel’s criticism is bent on demonstrating the bifurcation of sensibility and understanding results in concepts that lack any *reality*, i.e. lack any truth-content.

Hegel furthers his critique by stating that Kant’s conception of self-consciousness equally lacks truth-content. That is, Hegel continues his critique by examining Kant’s conception of the transcendental unity of apperception. As Hegel asserts, “Consequently, on this [Kantian] view, nothing is left but the simple representation, 'I', a representation devoid of any content of its own, of which we cannot even say that it is a concept but a mere consciousness that accompanies every concept.”<sup>21</sup> In other words, Hegel is attempting to show, given Kant’s dichotomy of sensuous existence and thought, that his derivation of apperception is contradictory or at least produces a circular argument. That is, Kant begins with the manifold of intuition, but abstracts and posits a presentation that accompanies all representations, i.e. the *I think*. However, insofar as all concepts lack content within the understanding, apperception, too, lacks content. And moreover, insofar as the manifold of intuition is required to incite the relationship of sensibility and understanding, a circle is created insofar as Hegel considers the issue of apperception; for the I cannot be thought without the I thinking it.<sup>22</sup> In other words, insofar as the *I*

*think* is devoid of any content whatsoever, it depends on sensibility to be given something manifold. However, if we are to think the *I*, the *I* must already be thinking it. And so, a circle is created to the extent that Kant conceives of the *I think* in terms of being deprived of reality, i.e. sensuous existence.

Hegel’s critique extends to Kant’s delimitation of reason as finite. That is, Hegel criticizes Kant for creating limitations upon the categories, and therefore the understanding, in the name of the finitude of reason. In the case of Kant, the deduction of the categories is based upon the logical form of judgements. However, for Hegel, he argues that if logic is to be concerned with form, then the form must be the pure truth itself. In other words, this form must possess a content adequate to its form. In contrast to this type of logic, Hegel states in evaluation of Kant, “what is impossible and absurd is to attempt to grasp the truth in such forms as the positive judgement and the judgement generally. Just as the Kantian philosophy did not consider the categories in and for themselves but declared them to be finite determinations incapable of containing truth, on the wrong ground that they are subjective forms of self-consciousness.”<sup>23</sup> In other words, because Kant de-limits the categories to mere form, and only attempts to legitimize the categories insofar as the understanding a priori determines sensibility, sensuous existence is wholly abstracted. The truth of the categories, from the perspective of Hegel, completely goes unexamined philosophically. Again, Hegel critiques Kant for an empty formalism with regard to the function of the understanding and, therefore, implicitly argues for an intuitive understanding, a logic that would immanently have the adequate content appropriate to its logistical form.

So, all these criticisms thus far have been in regard to the empty formalism found within Kant. However, this empty formalism arguably stems from the separation between sensibility and understanding. And so, in accordance with

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<sup>20</sup>Ibid, pg. 585-586

<sup>21</sup>Ibid, pg. 776

<sup>22</sup>Ibid, pg. 778

<sup>23</sup>Ibid, pg. 595

the outset of the work, Hegel subtly points towards the possibility of an intuitive understanding via his critique. That is, in the process of criticizing Kant at these various junctures about the appearance-reality distinction, and the issue of Kant's empty formalism, Hegel implicitly argues for a unison of sensibility and the understanding. As stated by Hegel,

“It will always stand out as a marvel how the Kantian philosophy recognised the relation of thought to sensuous reality, beyond which it did not advance, as only a relative relation of mere Appearance, and perfectly well recognised and enunciated a higher unity of both in the Idea in general and, for example, in the Idea of an intuitive understanding, and yet stopped short at this relative relation and the assertion that the Concept is and remains utterly separate from reality thus asserting as truth what it declared to be finite cognition, and denouncing as an unjustified extravagance and a figment of thought what it recognised as truth and of which it established the specific concept.”<sup>24</sup>

In this sense, Kant entertained the possibility of an intuitive understanding insofar as he argued against it; his argument being largely based upon his assumption regarding the finitude of reason. However, from the perspective of Hegel, Kant's de-limitation of reason is precisely that, a barrier to fully coming to bear with the stakes found within the Concept, reality, and the *Idea*. So, from the perspective of Hegel, Kant entertained the possibility of intertwining sensuous existence and thought, but disregarded it insofar as his axioms conflicted with such theses. Hence, Hegel's comments regarding the relationship of mere appearance and reality, and thus, the possibility of a “higher unity” in the *Idea*, which Kant wholly neglected to entertain given his axioms.

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<sup>24</sup>Ibid, pg. 592

The move from Kant to Hegel thus takes place precisely at these vital juncture points explicated. For one, the appearance-reality distinction takes precedence insofar as it is the foundational precursor to other critiques. Second, the critique of the sensibility-understanding is relevant insofar as Hegel considers Kant's position with regard to the understanding as an abstract formalism. And thirdly, a critique of Kant's axiom regarding the de-limitation of reason insofar as it is finite. Through these juncture points, Hegel posits an idealism that captures the reality of the rational. In other words, reason does have access to the real insofar as that *is what appears*. Furthermore, concepts have truth-content insofar as they are Concepts, and are not merely logical forms by which to judge. Truth is the agreement of the Concept and the object.<sup>25</sup> And so, what is proper to Hegel's conception of the logic are concepts with truth-content, i.e. concepts that refer to reality, and not just empty formalism that only applies haphazardly to mere appearance.

### **The Outcome of Kant and Hegel**

The outset of the work began with a quote by Kant that situates both these thinkers in one equal regard. That is, the quote captures the speculative orientation that is shared by both Kant and Hegel insofar as they are both idealists, (speculative in the sense that Kant, within this passage, describes the impetus found within reason to speculate). In regard to Kant, he posits this claim while at the same time attempting to critic reason via a de-limitation. In the case of Hegel, he is much more interested in giving concepts, the idea, etc., an expression in terms of their reality. Kant's idealism is predicated upon a formal orientation that posits the functions of the understanding as merely logical and lacking a manifold by itself. So, the understanding, insofar as Hegel interprets Kant, is dependent upon the givenness of the manifold of intuition in sensibility. However, for Hegel, these limitations function as barriers to the initial trajectory set forth by Kant. Moreover, they are detrimental to

<sup>25</sup>Ibid, pg. 595

the idea that concepts should say something *true* about *reality*, i.e. concepts should have *truthful* content. So, for Hegel, what appears *is reality*, and the rational expresses itself in terms of the real. Moreover, Kant's dichotomies are unnecessary abstractions that assume contradictory theses. In the case of the thing-in-itself, we are forced to posit a determined indeterminable. In the case of sensibility and understanding, we are forced to posit concepts that lack any content, and therefore, do not have any actual *reality* to extract from them. Hence, Hegel sees himself as eliminating these unnecessary limitations placed upon the subject, so as to capture the impulse of reason that is born

out of its own need to express itself as *real*. Kant opens up the possibility of this trajectory, however, Hegel can be seen as taking this speculative orientation to the full extent of its gravity. So, in the spirit of Hegel, "All the rest is error, confusion, opinion, striving, arbitrariness, and transitoriness; the absolute idea alone is *being*, imperishable *life*, *self-knowing truth*, and is *all truth*." Reality is appearance. Concepts are not void of content, but are rather unified with reality in the *Idea*, and thus, sensibility and understanding are unified insofar as there is a unity in the *Idea* of thought in relation to sensuous existence, i.e. the dissolution of the dichotomy between appearance and reality.

# The Corollary of Dichotomy: Exploring *Violencia Intrafamiliar*

Kathleen Giles

## *Abstract*

In this paper I examine intra-familial violence in Santa Clara La Laguna, Sololá, a K'iche' community in Guatemala's Western Highlands. The information presented here is informed by interviews conducted in summer 2015 in the Santa Clara La Laguna region. I investigate how different forms of violence are legitimized and naturalized within a modern Maya society, exploring the ways in which violence is embedded in interconnections of gender, class, and indigeneity. Lived experiences reflect a reality in which violence is a constitutive process reproducing gendered, racialized hierarchies. Foregrounding violence may aid women in delegitimizing and denaturalizing the violence in their lives.

## Introduction

Guatemala is a beautiful place, filled with a vibrant culture and a long heritage of indigenous development. The country's current sociopolitical climate reflects a history plagued by poverty and violence. Wrought by colonial intervention, ongoing foreign political interference, and organized crime, Guatemala has attained the 47<sup>th</sup> position in the Global Peace Index's top 50 most dangerous countries of 2014, ranking above the Democratic Republic of the Congo at 53 and Bahrain at 51.<sup>26</sup> Guatemala has one of the highest rates of homicide in Latin America; in 2013 alone, 5,253 murders were reported by the Guatemalan National Police (Policia Nacional Civil, or PNC); INACIF (Instituto Nacional Ciencias Forenses de Guatemala, or National Institute of Forensic Sciences of Guatemala reported an astounding average of 16 murders per day in 2014.<sup>27</sup>

To combat rampant violence, in 2008, the law against femicide and other forms of violence against women (*Ley contra el femicidio y otras*

*formas de violencia contra la mujer*) was passed, aiming to ensure women enjoyed basic rights such as, "life, liberty, dignity, protection, and equality."<sup>28</sup> The law was formulated by a "collaborative" multi-agency team comprised of a wide selection of judicial agencies and NGOs.<sup>29</sup> In 2011, the National Center for Judicial Analysis and Documentation (CENADOJ, or *Centro Nacional de Análisis y Documentación Judicial*) reported 20,398 complaints of acts of violence against women under the 2008 law; less than three percent of these cases presented to the court reached a judgment.<sup>30</sup>

In spite of these high numbers, the statistics reported by government agencies are egregiously inaccurate. Crimes involving intra-familial violence are underreported, and many times, cases that are brought to the Public Ministry (MP, or Ministerio Público) or other agencies are never filed with the courts.<sup>31</sup> The cases that are filed usually result in no reprimands for abusers, an outcome, that often stems from poor

<sup>26</sup> "Global Peace Index 2014." Institute for Economics and Peace. Accessed April 18, 2015. <http://economicsandpeace.org/research/iep-indices-data/global-peace-index>

<sup>27</sup> David Gagne. "Insight Crime 2014 Homicide Round-up." *InSight Crime*. Last modified January 12, 2015. Accessed March 11, 2015. <http://www.insightcrime.org/news-analysis/insight-crime-2014-homicide-round-up>

<sup>28</sup> "Protocol of the Law against Femicide and other Forms of Violence against Women." *El Centro Nacional de Análisis y Documentación Judicial*. Last modified 18 Apr 2015,

[http://www.oj.gob.gt/es/queesoj/estructuraoj/unidadesadministrativas/centroanalisisdocumentacionjudicial/cds/CDs%20compilaciones/Normativa%20Femicidio/1\\_documentos/1-6.html](http://www.oj.gob.gt/es/queesoj/estructuraoj/unidadesadministrativas/centroanalisisdocumentacionjudicial/cds/CDs%20compilaciones/Normativa%20Femicidio/1_documentos/1-6.html)

<sup>29</sup> "Protocol of the Law against Femicide and other Forms of Violence against Women."

<sup>30</sup> Karen Musalo and Blaine Bookey, "Crimes Without Punishment: An Update on Violence Against Women and Impunity in Guatemala." *Social Justice* 40.4 (2014): 106-117

<sup>31</sup> Musalo and Bookey, "Crimes Without Punishment," 115

investigative methodology, inadequate evidence collection and preservation, a lack of effort to contact potential witnesses, and victim blaming. The current law allows perpetrators given a five year sentence to pay a fine ranging from five to 100 Quetzales per day (approximately U.S.\$0.60-U.S.\$13), providing them with a way to avoid incarceration.<sup>32</sup>

The main objective of my study was to determine the cultural factors driving intra-familial violence in the municipality of Santa Clara La Laguna, Sololá, Guatemala. Rather than focusing on the methods by which victims escape situations of violence, I chose to focus on locally perceived root causes driving the problem; without a nuanced understanding of what is generating intra-familial violence in rural communities, how can we attempt to effectively reduce cases of violence? For the purpose of this study I am defining intra-familial violence simply as, “violent acts between either formal or informal familial relations.” The five most commonly reported forms of intra-familial violence are: 1) psychological abuse 2) physical abuse 3) verbal abuse 4) sexual abuse 5) financial withholding. While intra-familial violence is universally a pervasive issue, in Santa Clara La Laguna violence is perceived by local residents as being driven by socioeconomic factors entrenched in racial and gendered relations.

### **Site & Population**

I conducted my study in Santa Clara La Laguna, a relatively small town located in the department of Sololá, Guatemala; henceforth referred to as ‘Santa Clara’. The municipality of Santa Clara is located on the southwestern side of Lake Atitlán, nestled up in the highlands above the lake. Santa Clara is neighbor to Santa María Visitación, a small Tz’utujil community known for its La Salle Institute (Instituto La Salle) and other exceptional schools for the region. Today, Santa

Clara consists of 9,000 people, 98% of whom are indigenous and 2% of whom identify as Ladino or Hispanized.<sup>33</sup> K’iche’ is the primary language of the town, the majority of indigenous persons living in Santa Clara identify as K’iche’ Maya. Santa Clara is surrounded by four wards (barrios), ten sectors (sectores) and four hamlets (caserío).

Unfortunately, due to Santa Clara’s position above the lake, the town is largely excluded from the tourism industry that thrives in the larger cities near the shore, such as Panajachel and San Pedro La Laguna. The only market access for many people in the community is the town’s market held every Tuesday and Saturday morning in the plaza in front of the municipality. Unlike Santa María to the west, Santa Clara has a large bustling market, vendors travel all the way from the coast to sell their goods every week. According to the 2006 census, only 33 percent of the population is formally employed, of that 33 percent, 98 percent are male and a meager 2 percent are female.<sup>34</sup> The majority of Santa Claritans work as agriculturalists, a grueling occupation that often does not generate sufficient income for the majority of the population. As a result, 90 percent of Santa Claritans live below the poverty line and 5 percent live in extreme poverty.<sup>35</sup> Thus, the opportunity to sell goods in the local market is essential for many community members, especially women.

In 2014, the Court of Femicide (Juzgado de Femicidio), a court especially designed to deal with cases of violence against women, including cases of intra-familial violence, opened in Sololá, the department’s capital. The year the court opened it received 704 complaints of violence against women, of those, 54 cases were filed with the Court of First Instances (Juzgado de Primera Instancia); not one of those cases found a favorable ruling for the victim’s families.<sup>36</sup> In 2015, Olga Umul, a representative of the local Human Rights Ombudsmen (Derechos Humanos), remarked that the,

<sup>32</sup> Musalo and Bookey, “Crimes Without Punishment,” 115

<sup>33</sup> Secretaría de Planificación y Programación de la Presidencia. “Caracterización del Municipio de Santa Clara La Laguna”. Accessed March 3, 2016. [http://sistemas.segeplan.gob.gt/sideplanw/SDPPGDM\\$PRIN CIPAL.VISUALIZAR?pID=POBLACION\\_PDF\\_707](http://sistemas.segeplan.gob.gt/sideplanw/SDPPGDM$PRIN CIPAL.VISUALIZAR?pID=POBLACION_PDF_707)

<sup>34</sup> “Caracterización del Municipio de Santa Clara La Laguna.”

<sup>35</sup> “Caracterización del Municipio de Santa Clara La Laguna.”

<sup>36</sup> Angel Julajuj. “Rechazan violencia contra mujeres.” *PRENSA LIBRE*, May 30, 2015.

“Implementation of security measures or some kind of policy of the State is necessary to curb gender violence,” highlighting rising need to restructure both law and practice, as well as the shortage of federally funded defense programs for victims.<sup>37</sup>

### Methodology & Analysis

The analysis presented in this study focuses on data drawn from nine semi-structured interviews that were conducted between May and July of 2015, with adult community members of Santa Clara and neighboring communities (see Table 1). I chose to include both men and women in the sample to get a comparative perspective. Interviews were conducted using a structured interview guide that covered several topics including the current needs of women in the community, the challenges women face in the community, gender barriers and discrimination, perceived causes of intra-familial violence in members’ communities, challenges for victims generated by both society and the state, and factors perpetuating intra-familial violence in the community. Interviews ranged from 20 minutes to 1 hour in length; all the interviews were conducted in Spanish. I was able to hire a translator, a local female university student, who helped me conduct several interviews and network within the community. In addition, my host family was invaluable in connecting me with many of my informants, as well as assisting me in several interviews.

I identified potential interviewees through convenience sampling methods, which mainly consisted of connecting with people through other informants and approaching people on the street and in businesses open to the public. Some participants

had been victims of intra-familial violence while others had not. Due to the sensitivity of the topic, I initially spoke in hypotheticals terms and generalizations, but I was surprised to find that many of my informants were extremely open to discussing violence and their experiences with it. I encountered the greatest interpersonal barriers in talking with young men within the community. To circumvent this obstacle my host father accompanied me and moderated several interviews in which my interviewee was a young male. Each interviewee received, read, and signed a consent form approved by The Institutional Review Board at CSU, Stanislaus. Before each interview began I asked verbal permission from the informant to record our conversation, to which they all agreed. I did not provide any form of monetary compensation to informants.

Analysis drew from fieldnotes and transcribed interviews. After fieldwork was completed, I transcribed interviews into English with the help of a peer whose first language is Spanish. My fellow student verbally translated the dialogue from the recorded interview and I typed out his translation verbatim. After we had completed translating and transcribing the data, I coded the fieldnotes and interviews using a variety of coding techniques such as word frequency, generating related categories, and developing themes. I was able to identify several themes and meta-themes including: 1) naturalization and legitimization of violence within society 2) historical patterns of gendered, racialized exclusion 3) conflicting social obligations and social expectations of victims. All of the informants’ names used in this paper are pseudonyms to protect participant identity.

#### 1.1 Informant Table

Name	Age	Residence	Place of Birth	Occupation	Education
Martín	34	Santa Clara La Laguna	San Juan La Laguna	Teacher; Store Manager	University
Fernando	25	Santa Clara La Laguna	Santa Clara La Laguna		

<sup>37</sup> Julajuj, “Rechazan violencia contra mujeres.”

Jasmine	23	Santa Clara La Laguna	Santa Clara La Laguna	Teacher	University
Juan	42	Santa Clara La Laguna	Santa Clara La Laguna	NGO Director	University
Maria	55	San Jorge La Laguna	San Jorge La Laguna	Housewife	Primary not Finished
Lorena	46	Santa Clara La Laguna	Santa Clara La Laguna	Housewife	Primary not Finished
Lila	45	Guatemala City	Santa María Visitación	Human Rights	University
Leslie	44	Guatemala City	Santa María Visitación	Human Rights	University
Evette	36	Santa Clara La Laguna	San Pedro La Laguna	Housewife	

### Results

While my initial analysis identified meta-themes commonly associated with violence, such as poverty, gender discrimination, impunity, and institutionalized racism; it also identified a meta-theme I dubbed “the victim paradox”, which is a recurring phenomenon in which, as social actors, victims are expected to conform to integral gender roles, yet simultaneously are being asked by society to surpass the limitations and challenges that these roles often produce. Within this theme I recognized several subthemes that were most commonly perceived to be the

primary factors perpetuating intra-familial violence in Santa Clara and neighboring communities. The subthemes include financial dependence, public stigma, private shame, internalization of violence, and low self-esteem/inadequate emotional preparation. Using Christina Alcalde’s term, I call these factors ‘impediments to empowerment’, factors which prevent victims from leaving violent situations at home.<sup>38</sup> The most profound impediment perceived to be driving the continuation of intra-familial violence is financial dependence, a topic entrenched in historical exclusion.

### *Financial Dependence*

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*“It is for the fear. A woman abandoned with kids cannot support them at home; there are no sources of income with her specialty. And the first question is to ask, for example, if a man is taken to prison and the wife is left at home with the kids, the first thing she will think about is, **“How will I sustain my kids since my husband in jail cannot sustain money?”** What they do is stay quiet. They say, **“I don’t have money so I better stay quiet. If they take him to jail I won’t have money, I don’t have a job, I don’t have anything.”** that’s why they stay in those situations... There are no institutions to promote the work of women so they can produce, export, and gain money. If having this opportunity to generate employment in the community where women could work and export their production, they could better their economy, they wouldn’t be scared to send their husbands to jail because they would know that they have money to support their family.”-Juan*

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It was described to me that female victims’ financial dependence is largely the result of an

aggressively maintained exclusion from modes of formal employment. The most commonly

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<sup>38</sup> Christina Alcalde, “Institutional Resources [Un]Available: The Effects of Police Attitudes and Actions on Battered Women in Peru,” in *Anthropology on the Front Lines of*

*Gender-Based Violence*, ed. Jennifer R. Weis et al. (Vanderbilt University Press, 2011), 92.

reported necessity for women in the community was increased access to education and employment. Women residing in Santa Clara have limited opportunity for employment and these limited opportunities are often further constrained by the lack of a degree. Many women living in the community did not finish primary school and thus do not qualify or have the skillset required for higher paying positions. For these women there is very limited opportunity for local employment, and many people cannot afford the cost of commuting regularly to seek work in outside communities.

The majority of women in Santa Clara are housewives whose responsibilities lie within the home and in rearing children. The bulk of women currently employed in Santa Clara work as agriculturalists; other jobs that are open to

women include laundresses, bakers, maids, store managers, market vendors, and other low paying positions. Although many informants agree that there has been increased female participation in the community within the last thirty years, many young women are reportedly being denied access to sustainable employment and are often given secondary spaces within the community and workplace. Several female informants reported facing discrimination within their place of work on the basis of their gender. This exclusion has left many victims of intra-familial violence without recourse or the possibility of escape. It was reported that given the opportunity and means to leave their abusers most victims would chose to leave their partners. This exclusion is not considered a recent practice, but rather a product of historical discrimination.

### ***Past Educational Exclusion***

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*Also, not long ago in history inside the culture, a complete exclusion towards women was managed. Because the woman was not seen as a subject, as a person that has the same abilities and rights as men. There is the case of my mother who was raised and educated in that environment, that's why she didn't have any academic title. The brothers, so the men, were always sent to study; however, they [women] were told that they had to stay at home to develop household activities. So that's the surrounding of women, it is very limiting because there are no opportunities, and in current times when, since approximately thirty years maybe, a small opening, a small opportunity started being given to women so that we could go to school and we could professionalize; and that matters. Some went and were able to reach a secondary level; so they graduated like teachers, like counting dogs [accountants] which are the ones that are in charge of making accounts of companies, working the mercantile or commerce area. Those are the two careers that were given because of the possibilities, because they were not in many institutes. National institutes that would give secondary education there were not many in the area. In fact, here in Santa María there is none. One had to travel to Quetzaltenango, which is a community close by, or to Sololá, to the municipal centers like the cities; the cities where there would be an opportunity to study. And the opportunity to study was only in the national institutes. We know that in Guatemala there are not many institutes that are of the state, if we had the opportunity to pay we would access to the high schools. So the majority of the women here did not have the opportunity, and in fact, those are the women who are educating the youth of today, women that do not have a lot of academic knowledge to be able to.*

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In the past it was not uncommon for parents to refuse their daughters an education, in fact it was rather common. Parents' refusal was not a malign action, but rather it was a sound economic decision; in the recent past, women were not allowed access to modes of formal employment. Men and women were expected to conform to strict culturally sanctioned roles, in

which the woman's place was considered to be in the home. Women were expected to take care of household activities, the needs of family members, and most importantly, to keep the family together. Despite greater investment in sons, in the recent past, school was often not an option for many males either, as there were not many secondary schools in the area and the cost



of attendance precluded many families from providing their children with an education.

Several informants highlighted a shift in awareness and participation for women that coincided with the end of Guatemala's 36 year civil war. The department of Sololá was ravaged by the counter insurgency campaign; it was a time of daily atrocities carried out by the state (i.e. the army) against indigenous groups, especially violations against indigenous women. With the end of the violence came an increased awareness in women's rights and indigenous rights. The drafting and signing of the Peace Accords in 1996, changed the panorama of

women's rights greatly; slowly, women began to be given the opportunity of an education. Out of international concern, many foreign NGO and non-profit organizations, in addition to the United Nations and World Bank, funded community-based projects that built schools and provided education in regions of Sololá. Despite this effort, access to education was still severely limited for many, and for those who were able to complete a primary education, what then? There were not many secondary institutions in the department and the majority of parents did not have the means to send their children to nearby cities.

### ***Current Access to Education***

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*In the rural area, there is no educational quality. The education we receive is really bad. So, that's a really important barrier for me that even made my daughters to the city before time because sometimes **they had two days of class and three days nothing. If they were lucky they had class two times a week, if not they went two weeks without receiving classes** and the reading level, for example, is really below national level; the theme of mathematics too. So there is a barrier of start that stops one from facing in a competitive relationship with other people at a national level that has had a better education.-Lila*

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Although much has changed in terms of admittance since the signing of the Peace Accords, accessibility to quality higher education is severely limited for many members of the community. Within the last twenty years, nineteen educational establishments have opened within Santa Clara, two of which are private. In terms of public education, there are eight primary schools and eight secondary schools that serve the community.<sup>39</sup> As several informants highlighted, there is a disparity in the quality of education available in rural and urban parts of the country. Rural educational institutions receive far less funding than their urban counterparts, and the funding they do receive is often misappropriated by the Guatemalan government. As Lila mentioned, this imbalance generates a competitive relationship between Guatemalans that leaves rural dwellers markedly disadvantaged.

Santa Clara has one private university, *Universidad Pan Americana*, which is not economically accessible to many members of the community due to the high cost of attendance, in addition to added fees and the cost of educational materials. Those who attend the local university have two options, either pay tuition out of pocket, not an option available to most of the community, or pay through student loans administered through local banks such as Banrural. Loans pose the threat of overwhelming debt from which one cannot get out from under, not an ideal option for young members of the community. The lack of local employment opportunities further compounds the effects of accruing debt. Furthermore, suppose a community member wishes to pursue a degree not offered at the local university, the nearest option would be to attend *Universidad del Valle de Guatemala*, a private institution in Sololá, the

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<sup>39</sup> Rosaura Chac Sac, María Chacom Chacom, Verónica Sac Salquil, and Flora Tuj Tó. Ciencia y Tecnológica de los Púbelos. Last modified Oct 6 2014, [\[santaclaralaguna.blogspot.ca/2014/10/santaclara-la-laguna-la-tierra-del.html\]\(http://santaclaralaguna.blogspot.ca/2014/10/santaclara-la-laguna-la-tierra-del.html\)](http://enrobach5a-</a></p></div><div data-bbox=)

department's capital. There are members of the community who are currently enrolled at this institution, but unlike many students in the U.S. who live in campus dorms, these students must live with a family in Sololá and pay rent to do so. Many members of the community could not afford to pay the tuition cost, let alone housing. Although the commute to Sololá is not all that far (22.4 miles) and transportation is readily available, many people could not afford the commute. According to the World Bank, in 2014, Guatemala's GNI totaled \$3,430 USD, this number is not representative of the department of Sololá where income per capita is much lower than the national average.<sup>40</sup> Using the GNI generated by the World Bank, we can see that the annual cost of transportation (U.S.\$3.10 daily, U.S.\$62.17 monthly) would constitute an astounding 16.3% of an individual's annual income; again, this is an under representative number.

In addition to the cost of attendance, several social factors were reported to me to explain why many young women in the community do not further their educations and why many drop out of school early. In many families women are still expected to conform to static gender roles that keep them within the home. When asked about the needs of women in the community one informant answered, "The necessity of women is to take care of their children, make food at home, clean the cloths of their kids and clean the cloths of their husbands, and clean the house," this sentiment is the epitome of the *Machista* perspective. *Machista* attitudes within families are considered to be one of the largest contributors to educational exclusion; these attitudes are reflected in the community through the low percentage of women engaged in formal employment.

Teen pregnancy is also a problem plaguing the community; many young women have been forced to drop out of school because of this. Several informants reported that teen pregnancy

is a barrier to education because, many times, a woman has to ask permission from either her father or the baby's father to continue to school and often the answer is no. During a focus group, I spoke to an informant who had found herself in this position, unfortunately, she had been refused the right to education. This informant described, as did many other women during my research, that the baby's father wanted her to stay at home to develop household activities and raise their child at home as the majority of women in the community do.

Another reported factor is the lack of value ascribed to education within the community. Several informants perceived that many parents within the community are illiterate and uneducated themselves, thus they lack the capacity to encourage and urge their children to complete their educations. I did, however, witness informants, who were themselves illiterate, express how very proud they were to be able to provide their children with the education that they never received. It was also reported that, out of economic necessity, parents will often force their daughters to quit school in order to work full time to contribute to the family income. Several informants even considered this to be a common act of intra-familial violence. This circumstance can be seen within the community as I encountered several young girls who had been working full time during my research.

### **Conclusion**

Within Latin America, rates of violence against women in Guatemala are unparalleled. Despite efforts made by both the local and international communities, these problems continue to resonate within society. In focusing on women's experiences with financial dependence, it has not been my intention to suggest that financial dependence is solely to blame for the perpetuation of intra-familial violence or that all victims are financially dependent on their abusers. Intra-familial

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<sup>40</sup> World Bank. 2014. World Development Indicators. Washington D.C.: The World Bank (producer and distributor). <http://data.worldbank.org/country/guatemala>

violence amongst marginalized communities is a multifactorial issue entrenched in patterns of exclusion and discrimination. Financial dependence persistently plays an integral role in the perpetuation of violence against women. Structural exclusion (i.e. exclusion from education and formal employment) combined with poverty ultimately prevents many victims of intra-familial violence from leaving abusive situations at home. Increased attention should be directed at implementing viable strategies to increase the integration of women into the economy, starting by placing increased value on education within rural communities through accessible outreach. Anti-poverty strategies need to be reformed, focusing on bringing women out of the home and into stable markets rather than attempting to integrate women into highly unstable artisanal niche markets.

There are currently no nearby shelters for victims of intra-familial violence; a victim would have to travel 42 miles to the departmental capital of Quetzaltenango to seek help.

Additionally, there are no programs within the community that aid in recovery and support for victims of intra-familial violence. There is a group of women who meet twice a month to promote the awareness of women's rights in Santa Clara; unfortunately, this small group does not yet have a large projection within the community. Many women cannot attend the public workshops held by the town's municipal office since there is no available child care in the community at present, and often times these workshops are held solely in K'iche', excluding Spanish speaking members. Government funding needs to be invested in developing community programs specifically designed to aid victims of intra-familial violence in escape and recovery, as well as prevention. Developing a nuanced understanding of the various factors driving intra-familial violence is essential to the movement to reduce incidents of abuse within rural indigenous communities, in addition to expanding consciousness within communities and amongst their members.

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# Exploring Design Through Examples

Joshua D. Boyd

## *Abstract*

Among the diverse inquiries into design, two have regularly persisted: what is the nature of design? And what is its relationship to science? Nonetheless, design is consistently treated as a reducible concept either rigidly defined or categorically excluded from other fields. Furthermore, as the methods of design research have evolved, so have the phenomena that are observed. The scope of this project will be to explore design's relation with science by way of belabored examination of particular designs that could complicate assertions of design as belonging to any one conceptual framework. When trying to abstract the idea of some universal properties that belong to design, these case studies should serve as warnings to those intent on creating arbitrary boundaries with which to limit a Philosophy of Design.

## **Introduction**

What image enters your mind when the term 'design' is spoken? Certainly there is a manifold number of ideas, at least as many as there are individuals to think them. Some aficionados may quickly name their favorite Eames chair, or for others, perhaps recent changes to the body of the newest Ferrari. As for myself, my thoughts often dwell on the Zebra model F-301 ballpoint pen. There is something about the balance of its weight in my hand that facilitates the releases of its ink smoothly onto the paper. Perhaps the ponderings of a computer programmer would arrive more quickly at a prime example of a well-designed website, rather than a mouse and keyboard. There are as many concepts about what makes for good design as there are people to conceive them.

Design, as it is to be treated here, is the quality possessed by an object, either real or imagined, that gives it an intended purpose for use by some agent. These objects can be manipulable objects, tools, or artifacts; they can be plans for the construction of an object, or building, or for an event or activity. The purpose of a definition is not so much to find the boundaries of what can be designed—or not—but rather to create an idea about what things are capable doing. By this, I mean that identifying the qualities of design is most useful for the insights that we are provided into our own cognition. This can be seen by the previous work

into design cognition, which should not be misconstrued as fruitless. Rather, we should now be open to looking at what our designed world can say about those who navigate it.

A great number of activities are today being called design. Many of them scarcely appear to have a thing in common, except to be called designed things. The goal of this paper will be to address the topic of design in general and will, therefore, look at things that claim to have design, or to have been designed. The purpose will be to evaluate the current methods of design-based research, and in particular, the value that can be gained by exploration of designed objects (not limited to the physically real), and the implications they have about the nature of design and design research. This is viewed in contrast to the limitations of past design research and its focus on methods of design.

Care must be taken so as not to repeat the previous mistakes of brazen overreach or rigid confinement. The examples that I have chosen highlight wide-ranging problems in current design research. But they should in no way be considered exhaustive. The choice of using designed things is a deliberate attempt to move away from the trend of research devoted to the activity of design, i.e., looking at what happens when designers design. In an attempt to look beyond what was previously possible, a new approach must be utilized when examining the relationship between thinking beings and the

physical world that they occupy. This relationship is exemplified by the interplay of two distinct minds; the designer and the user.

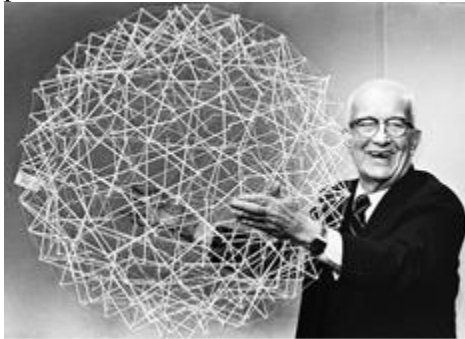
### History of Design Research

Our epoch is hostile to every subjective speculation in art, science, technology, etc. (. . .) In order to construct a new object we need a method, that is to say, an objective system. --*De Stijl* (1923)

Scientific research into the design process began to gather steam in the 1960s. From the very onset, you can find the propensity towards a concise, even laconic definition of design. The early research began just after the turn of the previous century and took on the shape of modern rational determinism and scientific structuralism. Efforts were focused on equating design with science, and imbuing design with similar values. Two such values are objectivity and rationality, and hence, design would grow to be defined by those values.

What emerged was the desire to find an equilibrium between science and design by clearly defining the boundary between the two. This struggle oscillates between drawing inclusive boundaries that amicably share territory and erecting a wall so that the two never meet.

One notable character from this movement is R. Buckminster Fuller, whose contribution to design includes the systematization of design procedures based in scientific values. Fuller



R. Buckminster Fuller holds up a Tensegrity sphere.  
SOURCE: [www.pbs.org](http://www.pbs.org)

believed that such a formal system could answer the human-based problems that both science and economics were not able to properly engage. Herbert Simon would later treat design as the science of the artificial, where it is “concerned with how things ought to be.”

The focus during this subsequent period was to highlight those things that design could have in common with science. Toward this end, architecture, as a proxy for design, is used to expose the fact that their common purpose is overcoming chaos.

The next big movement within the fractured arena of design research is to establish journals and symposiums that aim to empirically study the activity of designing things. Instead of attempting to address the question of whether design is a science, the 1980s saw the beginning of scientific research into design. This often takes the form of gathering and analyzing empirical data from controlled design activities. The intent is to build knowledge about design by making claims about the cognitive processes that lead to design. The observed phenomenon is then the behavior, and underlying features therein, of those who design. When organized as such, this research informs us about the cognitive processes that result in designed things.

Most recently, this trajectory has led to the idea that design is the result of a mental state, or what is known as Design Cognition or Design Thinking. Designers and thinkers, such as Tim Brown from IDEO, have seized on this momentum to encapsulate their own methods for thinking as a designer into carefully crafted steps and procedures. Once again, the analysis focuses on the conditions for design, and the certain steps that can be taken to design, rather than on the designed thing itself, and the user who interacts with that object.

It is for this reason that it seems necessary to analyze various designs in order to see what insights they can provide about the nature of their creation and use. While not a complete picture, I hope to show the immense value that not ignoring this aspect of design research could provide for further understanding the nature of

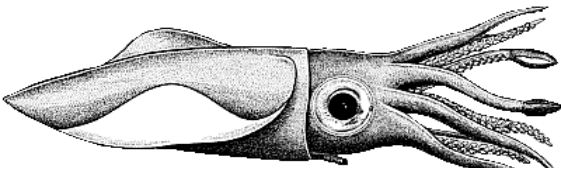
design. This nature could instead be thought of as a bridge between distinct minds. As the previous research has worked to show how the mind can better design, or what happens internally to facilitate designing, it has also begun to look into the mind of the user, the agent acted upon by design. In this fashion, insight can be gained about possible interactions between minds, namely the designer, and the user.

## Design Examples

### *Juicy Salif*

Professional designer Philippe Starck tells a story about how he came up with the design for the Juicy Salif citrus juicer. Starck had been contracted to design a serving platter for an illustrious kitchenware manufacturer in Italy. This company has gained notoriety for their penchant to deliver elegantly designed cooking utensils and kitchen appliances. Inspiration struck as he watched a waiter squeeze half a lemon over his plate of squid. He knew he was to be hired for his services of designing a platter, but he could not help taking a new idea for a design and right then he drew it up on his napkin.

The inspiration could be thought of as a synthesis of distinct forms, one is the body of the squid lying on his plate. The others are the three spider-like legs and a body reminiscent of the Jetson's floating home mixed with a nose-diving dirigible. Where these body shapes gain a recognizable new life is in the introduction of the all-too-familiar spiked head and ridges of a common hand juicer.



Taningia danae, the Dana octopus squid  
SOURCE: commons.wikimedia.org

By all accounts, the operation of this juicer, while intuitive, is messy and cumbersome. The legs allow for a free hand to provide the extra stability, which is needed; otherwise, the juicing action can be sloppy and unpredictable.



*The Juicy Salif* by Philippe Starck  
SOURCE: moods.ie

The genius in the novelty of the shape, where juice is allowed to flow in the grooves and run downward to be collected in a cup, is also its downfall in terms of functionality. Where an end user hopes to gain the most benefit from the simplicity of use ends up requiring

that the device be thoroughly washed after every use. If you intend to squeeze a cup of orange juice every morning to drink with your breakfast, you will need to budget the time to completely wash every acidic drop from each crevice; as the polished aluminum is not well suited for citrus. Also, as the juicer itself is a freestanding, open body, there is nothing to protect nearby surfaces from the inevitable onslaught of juice splatters.

As far as the function of the gadget is concerned, the maker could conceivably consider their product an abject failure. Of course, for some, it satisfies whatever possible juicing needs they have. But it does not juice any better than any of the \$2 mass produced, injection molded competitors. The next move, the one that seems the most intuitive, is to attribute the Juicy Salif's success to its beauty alone. There can be no doubt that the unique curves and lines are striking. If the device were a sculpture, an artist's interpretation of a hand juicer, then that would make sense enough.

As a matter of fact, the designer himself has even stated, "My juicer is not meant to squeeze lemons; it is meant to start conversations." This raises the question as to the intended purpose of the implement that he designed. Is it merely a static sculpture meant to be admired for its unique beauty? I say that there is, at least, one factor that gives us strong evidence that this is

not the case; the object's affordances toward action.

Where many people have struggled to pinpoint an exact rationale for the success or the appeal of the Juicy Salif, I believe the affordances that it provides gives us a clear picture. The device itself seems to call out to us to mash a halved citrus on its head, and twist. We want to watch the juice roll down the vertical grooves. The device itself seems to want to be used, and furthermore, the shape of its curves direct us towards an appropriate action.

According to Gibson's theory of Affordances, the object provides to us the opportunity to interact with it. From the basic shape of the chair, which tells us where and how to sit, to the near universal shape of an ergonomic pistol grip, our mind searches out for footholds within our environment with which to grab a hold of things, both literally and figuratively. While affordances are naturally found in nature (does a child need to be taught that trees can be climbed?), design has within its scope the business of creating those affordances that provide a link between the user and the object of design. Success in this realm could be feasibly judged on the ease with which a person can intuit the proper use of a given implement.

It is from this perspective that one should analyze an example of an outlier, in terms of form and function, such as the Juicy Salif. Some of the initial groundwork has been laid for us by previous designers who, through their earlier design schemes of hand-juicing devices, created a familiar connection to a 'traditional' shape of juicers. Over time, the ability to use such a device eventually becomes 'natural'. Hence, when you see a type of a tool, even a specific one you have never seen before, if you are familiar with the schema you will 'instinctively' 'know' how the tool is meant to be used.

For these reasons, the Juicy Salif should not have been judged on looks alone, where it gets high marks. Nor should it be solely judged in the category of functionality, where it rarely fares as well as its aesthetic. What is most attractive about the device is the beauty of its ability to

attract us to a natural interaction. The purpose inherent in the juicer's shape is obvious to even a culinary novice, while at the same time, it combines forms and shapes in a novel and indisputably pleasing way.

### ***Shipping Container***

To think of a revolutionary, ubiquitous, and at the same time under-appreciated logistics platform, one would be remiss to not consider the standard shipping container for the genius of its conception and implementation. The Intermodal Shipping Container is currently responsible for over a trillion dollars worth of imported products brought into this country annually.

It may be more than apparent fortuitousness that one of this century's greatest design achievements, in the form of the standard shipping container, may be tomorrow's greatest solution to low-income and urban housing.



A typical Inter-modal Shipping Container  
SOURCE: [containersfirst.com.au](http://containersfirst.com.au)

All of the contingencies for material strength, durability, stackability (here, the suffix '-ability' can be thought of as in reference to the perceived affordance that the containers are able to be stacked onto one another), issues of construction and production have already been covered. None of that is yet to be determined; it is already given. Every part of the design process for the container; the creative discovery, the development of ideas, the prototyping, the testing, have already happened and are of little consequence to the new architect.

Of course, new concerns arise concomitant to the object's novel purpose. Now, a designer must be conscious of the well-being of a person residing within the walls, instead of mere cargo. The walls are strong and sturdy, and riding on ships they can be stacked to certain heights. To people living inside them, height takes on new dimensions, not the least of which is structure permanence.

Malcom McLean most certainly did not intend to start a housing revolution with his design (not that a revolution is more than speculative at the present). His aim was industry standardization and increased freight efficiency. What resulted was a worldwide improvement in transportation. With whatever method Mclean used, be it creative problem solving, spontaneous discovery, or some fixed formula of procedures, he was not intending to solve any of the problems in urban and low-income housing. The problem he was faced with was the standardization of freight containment and inter-modal congruity. He saw that various industries were spending vast amounts of time, and therefore capital, on product logistics because of the amount of labor that it took to load and unload trucks and then load and unload boats. There were no previous standards of product vessels that could be easily and quickly transferred between truck and ship.

McLean's innovation was brilliant, as well as lucrative. The standard shipping container has created a monopoly in international shipping, and yet is used by trucking companies, railway freight lines, and oceanic cargo operators alike. Mclean decided that it was better to create a standard, and then allow all companies access so that worldwide shipping could improve across the board.

Needless to say, the container has been a success. So much so that now one can find a used container to purchase for whatever storage needs you may have. They have become ubiquitous at businesses, farms, even homes within city limits, that afford the space where they sit and protect all sorts of goods from theft and the elements.

Whether or not McLean had the ability to foresee a vast excess of steel containers scattered

across the landscape, his design did not include provisions for the housing of people. But that may very well be the next innovation awaiting



Container City at the Trinity Buoy Wharf in London  
SOURCE: Flickr/Martin.

those versatile boxes. All over, and for some time, people have seen the value of leftover shipping containers as a dry and secure place to sleep.

Architects have also begun to see the usefulness of shipping containers as a standardized atomic structure for building large homes, multi-story apartment buildings, offices and sprawling multi-unit complexes. Some of the value comes in the overabundance of a cheap building material. There is also a factor of ease in designing with a building unit that is already made to standard heights and lengths (think Legos!).

All of these conditions have allowed for the design of the shipping container to be well suited for application in low-income housing design. Some architects have preferred to use the shipping container as the main element to home's design as a matter of statement rather than necessity. Homes built out of containers look interesting. While the container itself, as a designed artifact, has already been designed, the application of this artifact to the architect's novel problems is, in itself, a new design. This shows that one does not need to innovate every step or element of a design project.

Finding new applications for old artifacts is also a creative design solution. Instead of thinking about the designer and user as distinct entities, we often find ourselves in circumstances



that necessitate that the end user put on another hat and become the designer.

### **Elucidations**

When one considers the nature of such a complex concept like design, one would be remiss not to explore the vastness of examples available for study with an openness as to the insights they can provide. Those numerous examples should lead us towards the possibility of certain universals, namely that design is the result of a thinking mind, and results in interaction with other thinking minds.

By limiting what we consider to be design we are greatly limiting the possibilities of human achievement. One way is by careful retrospection of those designed things that allow us insights into their nature, and by extension, the nature of the activity of design, and the use of designed things. Use of the term 'things' is meant to reference the tangible, as well as intangible. We are just as capable of interaction with a plan for a not-yet-in-existence object, as we are with its prototype. The only difference is, while we use our mental faculties for both the object and its mere conception, we can physically grasp an object in the real world. A thing can be said to be designed even if it is not yet produced, or never will be produced.

Furthermore, the method that one utilizes to arrive at a design should not be a determining factor for the condition of being designed. By

extrapolation, all humans that interact, physically or mentally, with the world are capable of designing. All things made by human hands, or by human thought, have an element of design to them. Whether or not they adequately solve the problem they set out to address in the first place, there was a design to it. Sometimes a proper solution to some problem in life comes about after multiple attempts, or revisions, and it can take years, generations even.

To say that design must be comparable to science is to ignore all of the design that is demonstratively not. While on the other hand, some design is rather hard to distinguish from a science, or a science-like activity. Sometimes, the two can make great strides while working hand in hand. Other times design is best partnered with management, still others with art and architecture. To approach design with an investigation that is already limited in its scope and structure is to limit possible outcomes and conclusions. If the purpose is to merely eliminate the activity of design from that of the sciences, then not much can be said outside of that argument. On the other hand, if one is able to leave open the limitlessness of humans' interaction with the world that they have created and thereby look at all things designed as providing some possible insight into the human mind, then we can avoid any arbitrary constraints to our thinking.

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## Social Media Use and Intimate Relationships

Adalberto Sanchez

### *Abstract*

The rapid development of technology has brought us new ways of communicating. One form that has become popular in the last decade has been social networking sites (SNS). Technology and SNS use among young adults has increased dramatically during recent years. A majority of studies that look at how young adults use SNS have found that individuals' primary use of SNS has been to maintain relationships. Some studies have also found that young adults are spending more time on SNSs. If young adults may be spending more time on SNS, then we predict that face-to-face interactions in relationships decline. This research aims to examine the relationship between time spent on SNS and the quality of romantic intimate interactions. Results suggest that time spent on social networking sites does not affect intimacy in face-to-face relationships. This research can help counselors understand the effect that SNS may bring to intimate relationships.

### **Literature Review**

What composes an intimate relationship and how is it different from a casual relationship? Researchers agree that intimacy in romantic relationships is made up of several components (Prager & Roberts, 2004). Intimate relationships are different from casual relationships in at least six areas: caring, commitment, interdependence, knowledge, mutuality, and trust (Marston et al., 1998). Intimate partners usually have confidential knowledge about each other. They share information that they would not normally reveal with most people they know. The sharing of this information increases the intimacy in their relationship and shows that they care. Partners also feel more affection toward each other than they do to most others. As intimate relationships develop they become intertwined (Berscheid et al., 2004). What one partner does affects their partner's behavior. Interdependence with each other has to take place over a period of time, occur frequently, and has to have a meaningful impact on each other's life. This interdependence then results in mutuality, a shift in which partners see themselves as a couple instead of individuals. Mutuality is apparent in the way a person talks about their partner when making future plans, for example a shift from saying "I" to "us" (Agnew et al., 1998). This usually occurs when new partners acknowledge their attachment to each

other. Another dimension of intimacy is trust, which was defined by Simpson (2007) as treating one fairly and honorably. People expect that their partners will be responsive to their needs and will not be harmed from their intimate relationship (Reis et al., 2004). Trust will solidify their intimate relationship. If trust is lost, people will become more distant and lose their closeness (Jones et al., 1997). Intimate partners are usually committed to their relationships. They invest time and effort to continue their romantic relationship. Without commitment people become less interdependent as time passes. However not all of these components are needed to have a functioning intimate relationship. For example, a person's relationship can be interdependent and connected in their daily lives but have no affection, openness, or trust. Such relationships are more intimate than acquaintances but less intimate than they used to.

In addition to the components of intimacy there are many factors that impact intimacy whether it is positive or negative. Some of those factors include self-disclosures, emotional support, and communication. Self-disclosure is the process of revealing information to someone else. According to Laurenceau et al. (2004), two people cannot be intimate without sharing personal information with each other. For intimate relationships to develop, partners need

to disclose information to each other. This information will gradually become more significant as the relationship develops. According to social penetration theory, people tend to disclose more important information as relationships develop (Altman & Taylor, 1973). When people just meet the range of topics they discuss and the personal significance stay at a superficial level. For example asking questions like “what is your major?” and “Where do you live”. As the relationship develops the range of topics become broader and are more intimate. The disclosure of information helps communicate stability in the relationship, which in turn increases relationship satisfaction. The more self-disclosure there was between the partners the more satisfied they were (Sprecher & Hendrick, 2004). By disclosing information to their partners a person is becoming vulnerable. This increases intimacy because they believe their partners know and understand them. Another important factor that can influence relationships is emotional support.

Emotional support is one part of social support (Barry et al., 2009). People rely on their partner for emotional support, which can come in different forms like affection and reassurance. There are benefits and draw backs to emotional support. One of the benefits of emotional support is that it has positive physiological effects. According to Seeman et al. (2002), people who have affectionate partners tend to have lower blood pressure, cholesterol and stress level when compared to those who receive less support. People who receive emotional support also tend to experience less pain when they submerge their arms in ice-cold water (Brown et al., 2003). Although this suggests that emotional support has a positive effect on peoples well being, there can also be negative effects. A study conducted by Shrout et al. (2006), found that law students preparing for the bar exam found material support helpful, but emotional support made them more anxious. To provide effective emotional support one has to be attentive to personal preferences and the particular circumstances in which the support is needed.

Communication can also affect intimate relationships. Research has shown that constructive communication has a positive effect (Holman et al., 2001). Strategies like active listening and validation help couples communicate effectively (Markman et al., 1994). Active listening helps couples think and comprehend a message a partner is trying to convey. This helps couples avoid arguments and conflict from misunderstandings. Validation from one’s partner helps acknowledge one’s opinions and communicates respect for their points of view. These strategies can lead to greater relationship satisfaction. Communication between partners can also be negative. If couples engage in destructive communication then this can lead to decreased levels of relationship quality (Siffert & Schwarz, 2011). A meta-analysis conducted by Jackson (2010) found that conflict, criticism, and demand withdrawal were significant premarital predictors of later marital stress. Another important factor is time spent with your partner. A study conducted by Milek, Butler, and Bodenmann (2015) found that women who spent more time with their partner on a weekday with low intimacy might cause stress but in the long run it can help the relationship. Spending more time together allows for problem resolution and to maintain intimacy in the relationship.

### **Technology and Social Media Use**

Mobile technology, such as cell phones, has become an important part of daily life in the United States. Data from the Pew Internet and American Life Project (Pew Research Center, 2015) shows how much cell phones have become part of an adult’s life. According to the Pew Research Center, 92% of American adults own a cell phone and 67% of those own a smartphone up from 35% in the spring of 2011. Ninety percent of cell phone owners say they frequently carry their phone with them and most either rarely or never turn off their phone (Pew Research Center, 2015). Not only has cell phone use gone up but there has also been an increase in smartphone owners. With the rise of

smartphones there has also been a rise in social networking sites (SNS).

SNS refer to any website that allows for social communication and the exchange of ideas (O'Keefe & Clarke-Pearson, 2011). SNS can include sites like Facebook, photo/video-sharing sites like Instagram and YouTube, and blogging sites like Tumblr and email (Subrahmanyam & Greenfield, 2008). SNS usage has also gone up in the past decade. In 2005, 7% of American adults used a social networking site compared to 65% of American adults using social networking sites today (Pew Research Center, 2015). Although there has been an increase in adults usage, young adults have always been more likely to use social media. Today 90% of young adults (18-29) use social media (Pew Research Center, 2015) compared to 77% adults (30-49) who use social media.

Research that looks at the effects of technology use in relationships has had inconsistent findings. A study conducted by Przybylski and Weinstein (2012) found that the mere presence of mobile phones could interfere with human interactions. The presence of the mobile device caused closeness, connection, and conversation quality to decrease. Another study found that holding a cell phone during a face to face interaction, participants rated the quality of the conversation less fulfilling compared to the absence of mobile device (Misra, Cheng, Genevie, & Yuan, 2016). A study conducted by McDaniel and Coyne (2016) found that interruptions, during couple interactions, due to technology use negatively affects personally well being and caused more conflict over technology use. They also found that phone use distracts from face to face interactions, which in turn diminished feelings of closeness among romantic partners. Fox and Moreland (2015) found that participants felt pressured to use Facebook to engage in relationship maintenance. Others have found that extensive use of the Internet, for communication purposes, was associated with lower levels of communication among the household and increases in depression and loneliness (Kraut et al., 1998).

A follow up study by Kraut et al. (2002) found that more frequent Internet use among adults was associated with more face-to-face communication with family and closer feelings toward friends. Bargh and McKenna (2004) found that rather than being a negative activity, computer-mediated communication not only helps maintain close relationships but also form new ones.

Research shows that young adults in romantic relationships are using SNS to connect with their partners in a positive way, which may increase relationship satisfaction (Papp, Danielewicz, & Cayemberg, 2012; Pew Research Center, 2015). They found that partners that share their relationship status were more likely to state they were satisfied with their relationship. Posting partner updates and posting pictures with their partner also led to a higher degree of relationship quality (Steers, Øverup, Brunson, & Acitelli, 2015). Although there is a positive side for people using SNSs to connect with others, there also is a down side. Fox and Moreland (2015) found that participants felt pressured to use Facebook to engage in relationship maintenance.

The purpose of this study is to determine if time spent on social media affects an individual's intimate relationship. If participants are using social media frequently during face-to-face interactions then they are taking time away from spending time with their partner. The less time you spend with your partner the more the relationship suffers and weakens. Conversely, participants who are low on social media use will report higher ratings of intimacy in their relationships. This research can help counselors understand the effect that SNS may bring to intimate relationships.

## **Methods**

### ***Participants***

The sample consisted of 410 participants that were recruited from Amazon Mechanical Turk (Mturk). Ten participants did not complete the study so they were not included in the analysis. To be eligible for the study, participants had to be

at least 18 years old or older and lived in the United States. The participants in this study also had to be in a romantic relationship in order to participate in the study. The age range of the participants in the study was 18-73 years ( $M = 34.71$ ,  $SD = 11.47$ ). Most of the participants were female (59.5%) and male (40.5%). A large portion of the sample was Caucasian (74.5%), some Latino (8%), African American (8%), Asian/ Pacific Islander (5%), Native American (0.3%), and twelve people chose not to answer. Mturk participants received a monetary incentive for their participation.

### ***Procedure***

This study was conducted online, which allowed the participants to complete the study on their own time. The researcher posted the “Hit”, which is the link to the study, on Mturk with a brief description of the study. Participants who chose to participate in the Hit were redirected to Qualtrics to complete the online survey.

Once participants were directed to the survey, they were shown the informed consent page. After participants read the informed consent form, they were asked to indicate whether or not they were at least 18 years of age and agreed to consent to the study. Participants who clicked “yes” began the survey by answering a series of demographic questions; participants who clicked “no” were thanked for their time and excused from the study. The Mturk participants did not receive a monetary incentive if they were filtered out before they took the study. At the end of the study the participants received a random code, which they used to get the monetary incentive.

Participants were asked to answer questions regarding intimacy in their romantic relationship and their social media use. The Miller Social Intimacy Scale (Miller & Lefcourt, 1982) was used to assess intimacy and Social Networking Time Use Scale (SONTUS; Olufadi, 2016) was used to assess social media use. After completing the study, participants were directed to the debriefing form and they were be thanked for their participation in the study.

### ***Measures***

Intimacy in romantic relationships was assessed using a modified version of the Miller Social Intimacy Scale (MSIS; Miller & Lefcourt, 1982). The scale includes the 17 original items that assess expressed intimacy and additional 17 items were created to reflect perceived reciprocity of intimacy (Reese-Weber, 2015). Twelve of the items assess frequency (“How often do you confide very personal information to him/her?”) rated from 1 = very rarely to 10 = almost always. Twenty-two items assess intensity (“How close do you feel to him/her most of the time?”) rated from 1 = not much to 10 = a great deal. All the items were then added to create an overall intimacy score that can range from 34 to 340 with higher score indicating higher levels of intimacy. In a previous study (Reese-Weber, 2015) the total intimacy score had an alpha coefficient of .93.

Social media use was assessed using a new scale called the Social Networking Time Use Scale (SONTUS; Olufadi, 2016). This scale was developed to measure the time spent on social media. This scale is the first to try and capture the time people spend on social networking sites. The scale includes 29 items that assess five components of different times spent using SNS: relaxation and free periods, academic-related periods, public places related periods, stress related periods, and motives for use. The 29 items were rated on a scale from 1 = Not applicable to me during the past week to 11 = I used it more than 3 times during the past week but spent more than 30 min each time. The five components scores are added to produce an overall score that ranges from 5 to 23, five being low user of SNSs and 23 being extremely high users of SNSs.

### ***Results***

It was predicted that the participants who used social media the most would score lowest on the intimacy scale. Additionally, the participants who used social media the least would score the highest on the intimacy scale. A reliability analysis revealed that both measures

were reliable with Cronbach's Alphas of .94. A Pearson product-moment correlation coefficient was computed to assess the relationship between social media usage and intimacy in the relationship. There was no correlation between the two variables,  $r = 0.045$ ,  $n = 410$ ,  $p = 0.361$ . The amount of time spent on social media was not correlated with intimacy in their relationships.

### Discussion

This was an exploratory study conducted to find whether time spent on social networking sites had an effect on intimacy in relationships. The results of this study suggest that time spent on social media does not affect an individual's intimate relationship. A research study conducted by Johnson, Zabriskie, and Hill (2006) found that it wasn't the time spent together or the quality of the interaction but instead the satisfaction of leisure involvement that affected satisfaction in a relationship. In other words people might be spending more time on social media but they are satisfied with their

interactions thus report being happier in their relationship.

Limitations in this study include having only one person in the relationship take the study and having a mostly female Caucasian sample. Having a large female population limits our power to detect gender differences. More analyzes are needed to determine whether time in the relationship might have an impact on intimacy reported. Future research should focus on the quality and satisfaction of the interactions on social media instead of time. Interviewing both partners in a relationship is important to understand how they perceive social media and how it might be affecting their relationship.

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# Understanding Psychological Distress, Job Satisfaction and Academic Performance in College Students

Amelia Do

## *Abstract*

As the emphasis on higher education continues to be an increasing focus, the number of college students who work to get through school also continues to increase. While most college students choose to take on jobs in order to cover basic expenses, alleviate the financial burdens from their families, and gain experience, the balance between working and maintaining academic performance remains a challenge as noted by Tessema, Ready, and Astani (2014). The pressure felt by many to succeed academically while maintaining a certain quality of life is another source of distress for a population with an already continuous level of mounting pressures. The aim of the current study is to investigate levels of job satisfaction, assess academic performance, and evaluate distress levels in order to understand their effects on college students and their work environments, in order to gain insight into its relation to performance and achievement in a university setting. Information regarding demographics and academic performance was collected from Central Valley college students followed by a survey using the Generic Job Satisfaction Questionnaire and General Health Questionnaire, to determine levels of job satisfaction and distress. It was hypothesized that students with higher levels of job satisfaction would have higher levels of academic performance, measured using current grade point average (GPA), than students with lower levels of satisfaction, and that students with lower levels of distress would have higher GPAs than students with higher levels of distress. Additionally, it was predicted that students who had higher levels of job satisfaction would have lower levels of psychological distress compared to students who had lower levels of job satisfaction. By exploring these factors, much can be understood and utilized in order to improve workplace environments and academic programs for working college students.

## **Introduction**

As the emphasis on higher education continues to be an increasing focus, the number of college students who work while attending school also continues to increase. As of 2011, the U.S. Census estimated that of the 19.7 million college students, approximately 70% held a working position outside of school. While most college students chose to take on jobs in order to cover basic expenses, alleviate the financial burdens of their families, and gain experience, the balance between working and maintaining academic performance remains a challenge (Tessema, Ready, & Astani, 2014). In addition to the stress of working and attending university, recent economic shifts have added to the already demanding pressures college students face. The current study examined students in California's Central Valley, where many are experiencing the

added stress of being a first generation college student. The aim of the study is to examine the inter-relations between levels of distress, job satisfaction, and academic performance in these students. Understanding of these topics within this population is not only beneficial to the population itself, but also to the universities who house them.

## *Psychological Distress*

Much research has shown that college students are among the populations with the highest distress levels (Abouserie, 1994). Some of the stressors that students may encounter stem from current employment situations, social relationships, financial burdens, and most notably academic pressures. Research has indicated that distress related to academic performance remains the most dominant in

college life (Deroma, Leach, & Leverett, 2009). Regardless of economic situation or employment status, distress is an inevitable part of the college experience. Because increased distress can lead to the development of more severe psychological complications, it is recommended that college students learn to cope with high stress levels (Mangold, Veraza, Kinkier, & Kinney, 2007).

### **Job Satisfaction**

The exploration of job satisfaction has received much consideration from both employers and researchers alike. Derived from the field of psychology, it is thought that the ability to establish achievement of basic aspects of life will also extend to other aspects of a person's life (Maslow, 1943). Interest in job satisfaction and research related to it has been heavily investigated in hopes of finding means to increase achievement and productivity in the workplace. Job satisfaction is defined as a positive emotional response toward various facets of one's job or experiences with the job (Locke, 1976). Most often associated with motivation and life satisfaction, understanding the level of job satisfaction in students can be beneficial in exploring academic performance. A recent study suggested that students who worked and felt satisfied with their job had better academic achievement (Tessema, et al., 2014).

### **Academic Performance**

For all students, the goal of attending college is to attain academic achievement through adequate academic performance. While this goal remains the commonality for all students attending college, it is also a topic of interest for universities. Performance is generally thought of as a function of a one's internal motivations and physical and mental capacity (Nonis & Wright, 2003). It is well known that there are many factors that influence a student's performance regardless of their abilities or motivation. Recent research suggests that students often allot more time to activities other than academics, such as work and other non-academic interests (Greene & Maggs, 2015). Understanding the capacity for

performance is beneficial when attempting to address issues that hinder it and is also linked to other facets such as job performance and satisfaction (Green & Maggs, 2014).

### **Psychological Distress, Job Satisfaction, and Academic Performance in the Current Population**

The student population in California's Central Valley is one that is unique. Many students in the population face challenges different in comparison to students at larger universities in more urban settings. Despite the challenges that may be related to economic conditions, socioeconomic status, or status as a first generation college student, an emphasis on education and attendance to local colleges continues to thrive. Although attendance and emphasis on higher education continues to increase, it could be said that this population may have distinct relations to factors of psychological distress, job satisfaction, and academic performance. Relations of these factors may be a result of personal obligations like work, family, and pressure to succeed.

In the current study, students at California State University, Stanislaus (CSUS) were the population of interest. According to the university's statistics, approximately 7,754 undergraduate students were enrolled in 2013, with the majority being full time students (California State University Stanislaus, 2015). Many students attending the university live off campus, with the majority being residents of Stanislaus County. Like most college students across the country, there is a large portion of students at CSUS who work while attending school.

It is understood that college students, regardless of region and economic situation, face high levels of distress stress; by looking at distress levels in students at CSUS, we can determine specific stress levels. With the large majority of working students, looking at employment status and job satisfaction can help identify extraneous stressors and determine if there is any relation to academic performance.

While there are many contributing factors influencing a student's ability to perform, looking beyond the classroom at characteristics like distress levels and job satisfaction may help both students and instructors create a more productive and successful learning environment tailored toward fostering better academic achievement. With regard to previous research three hypotheses were presented. First it was hypothesized that participants who had lower levels of psychological distress would have higher GPAs than participants who had higher levels of psychological distress. Second, it was hypothesized was that student participants who had higher levels of job satisfaction would have higher grade point averages (GPAs) than students who had lower levels of job satisfaction. Finally it was predicted that participants who had higher levels of job satisfaction would have lower levels of psychological distress compared to participants who had lower levels of job satisfaction.

## **Method**

### ***Participants and procedure***

All participants were college students attending CSU Stanislaus. Participants in the study ranged from 18 to 60 years of age, with an average age of 24 ( $SD = 8.17$ ). There was a total of 38 students consisting of 39.5% male students and 60.5% female students, with 84% identifying themselves as being either a junior or senior. All participants were recruited online, many were recruited from the Psychology Department's online subject pool via SONA. Participants were directed to the online survey hosted by Qualtrics. After agreeing to consent participants were asked to answer questions related to their demographics, psychological distress, and job satisfaction.

### ***Measures***

#### ***Demographic information***

Participants were asked questions about demographic characteristics such as age (in years), sex/gender, class standing, enrollment status, current GPA, current employment status,

average hours worked, and field of employment. Of the 38 participants in survey 31 were considered full time students, with only 7 identifying as part time students. Additionally all but 8 of the 38 participants were employed. Of those who were employed, 12 reported working full time (30 hours or more) while 18 reported working part-time (less than 30 hours). Participants were employed in various fields including retail/sales (23.3%), food services/hospitality (20%), education (13.3%), clerical/office (13.3%), labor/agriculture (6.7%), and other (23.3%).

#### ***Psychological distress***

Psychological distress was measured using the 12-item General Health Questionnaire developed by Goldberg (1978). Participants viewed statements such as, "Have you recently been feeling unhappy or depressed" and "Have you recently lost much sleep over worry". Responses were recorded using a 4-point scale (i.e. not at all, no more than usual, rather more than usual, more than usual) to respond to statements related to their current distress levels. High scores indicate severe distress, while low scores indicate low levels of distress. Participants in the study had an average distress score of 2.40 ( $SD = 0.40$ ).

#### ***Job Satisfaction***

Satisfaction was measured using the Generic Job Satisfaction Scale derived from Macdonald and MacIntyre (1997). The survey consisted of 10 questions. Participant responses were recorded using a 5-point Likert-scale (i.e. strongly agree, agree, undecided, disagree, and strongly disagree). High scores on the scale indicate high satisfaction, while low scores indicate low levels of satisfaction. Participants had an average job satisfaction score of 3.43 ( $SD = 0.74$ ).

#### ***Academic Performance***

Participants were asked to self-report their current GPA and enrollment status. The sample of 38 had an average GPA of 3.27 ( $SD = 0.43$ ).

### **Results**

Pearson correlations were used to assess the relationships between job satisfaction, psychological distress, and GPA in college student participants in the survey. The hypothesis that participant's levels of distress would have an effect on GPA was found to be nonsignificant,  $r(37) = -.09, p = .57$ . The prediction that students job satisfaction was related to GPA was also found to be nonsignificant,  $r(37) = .10, p = .55$ . However, supporting the third hypothesis, there was negative relationship between stress and job satisfaction levels,  $r(37) = -.44, p = .01$ . As the distress levels of participants increased, levels of job satisfaction decreased (Figure 1).

### **Discussion**

The current study attempted to assess the relationships between psychological distress, job satisfaction, and academic performance in college student. Using a measure to evaluate each of the factors, it was found that there was no relation between academic performance as measured by GPA, and either job satisfaction or psychological distress. However, a negative relationship between job satisfaction and levels of psychological distress was found. In participants who reported having higher levels of job satisfaction there was also lower levels of psychological distress. These findings are in accordance with previous research and help to support theories such the Humanistic view that states when people are able to achieve fulfillment in their work it can extend and benefit other aspects of life (Cotton, Dollad, & de Jonge, 2002; Maslow, 1943).

### **Limitations**

Participation was exclusive to CSU Stanislaus, making any findings hard to generalize to college students on other campuses. The small sample size is also a concern when considering the limitations of the study. While the sample was fairly representative of the student population at CSUS, which includes about 65% female and 35% males (California State University Stanislaus, 2015), a much larger sample would be necessary in order to establish

the relationship of psychological distress, job satisfaction, and academic performance at a satisfactory level of power. Another shortcoming of the study was that GPA was self-reported. Self-report is not always accurate, due to social desirability effects, and could cause discrepancies when analyzing its relationship with other variables. Another shortcoming is that all responses were a reflection of distress and job satisfaction at the specific time of measurement. It may be that the variables fluctuate over time, so a more long-term measure of these variables (over a course of weeks or months) may yield more accurate results.

### **Implications**

Exploring and understanding factors related with academic achievement, such as distress levels and job satisfaction levels is important in a university setting. In settings like CSUS, many students face the challenge of balancing the pressures of academics with economic situations, such as maintaining employment status and bringing in a steady income. Having an idea of what kind of stress student's face can help the university maintain a successful student population. Previous research has shown that the disconnect between students and university staff related to the student's life outside of school, such as a student's job, home life, and economic pressures, can produce students who underachieve in school in order to deal with non-academic pressures (Cotton, Dollard, & Jonge, 2002). Further research within this population can help instructors produce more successful students. For example, schools and teachers can help students deal with work-related pressure by offering more online classes, having classes that are offered at later times in the day, and providing resources to help students balance study load and stress. These tools can help increase student performance, achievement, enrollment, retention, and graduation rates. These compromises can also help in lowering dropout rates, while still producing well-adjusted students who can maintain a high level of academic success.

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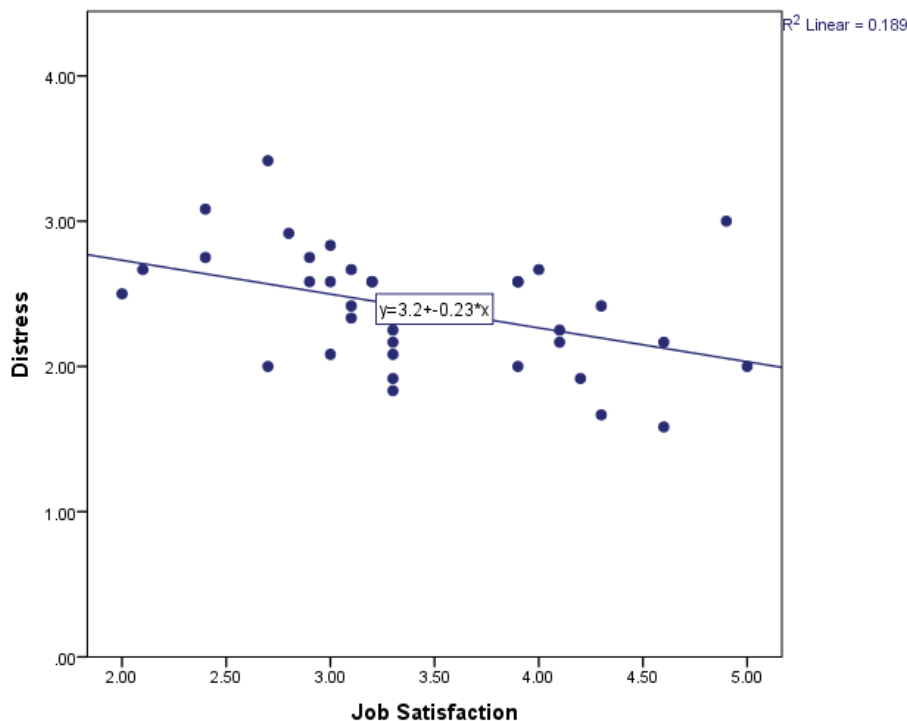


Figure 1. Relationship between levels of distress and job satisfaction in college students.

# **Breastfeeding Choices: Economic, Environmental, and Health Effects**

**Maria Guadalupe Esparza**

## *Abstract*

From the moment a woman becomes pregnant, the choices she makes not only affect her but also her child from that point on. One of the first important choices a mother makes is whether to breast feed or bottle feed. Every woman is different and making a decision like this one is not to be taken lightly. Many factors can contribute to the final decision. In some cases mothers are left with no options and must choose one method whether they like it or not. My paper will outline how mothers make their choice from an economic, physical, and environmental standpoint. I will try to explain how the economic level of not only the mother but also of the household in general influences newborn feeding methods, where lower economic levels tend to breast feed but children still face many health issues. Also the feeding method depends on the mother and newborn's postpartum condition. For example, premature babies are often not able to latch on to the mothers to feed so they are strictly bottle fed. Finally the environment where the family resides plays an important role in feeding method. In areas like the southern Central Valley, where water quality is extremely poor, breast feeding is favored because of the pollutants in the city's water supplies. In each case the best methods are highlighted to create consciousness about the importance of feeding methods for newborns. All data will be gathered from primary source articles and current news reports pertaining to any statistical information on breastfeeding. I plan to conduct an informational search that only includes data from this area, specifically, EMC (Emanuel Medical Center) in Turlock with the Lactation Nurse and RN's in the Mother/Baby Postpartum ward. My main source is the informational packets given to new mothers at the hospital.

## **Introduction**

Breastfeeding is a natural behavior mammals use to feed their young. In the last few years, there has been a bigger emphasis placed on breast feeding rather than bottle feeding. Breastfeeding has become instrumental to infant survival from infectious diseases, both viral and bacterial. This trend toward recommended breastfeeding has been seen in both industrialized and rural countries alike (M'Rabet et. al 2008). Choosing to breast feed helps improve the immune system of the growing child. This is vital within the first months after birth because within that short amount of time the immune system of the child is still being molded and growing accustomed to the world outside the womb (M'Rabet et. al 2008). Breastfeeding is attributed to better cognitive growth for the child and a decrease in the occurrence of postpartum bleeding and both ovarian and breast cancer risk is reduced in the

mother. Also, in the long run, it has been demonstrated that breast feeding has reduced the risk of obesity throughout the child's life (Thu et al 2012). Here in the United States, organizations like the American Academy of Pediatrics (AAP) have done studies to monitor the actual number of mothers breastfeeding. In a country like the United States, industrialized and one of the top nations in the world, one can assume that the numbers of breastfeeding mothers would be high and even exceed expectations, but, in reality, the United States falls well below predicted rates (Palmquist and Doehler 2014). The low numbers can be attributed to many factors. Some causes include the socioeconomic status of the parents of the newborn (Palmquist and Doehler 2014), water quality in the area the family resides, as well as overall costs of maintaining a newborn on formula and/or breast milk.

In this paper the basic information about breastfeeding and its benefits when compared to

bottle feeding will be provided as a background to then explore the issue from an economic perspective. The choice of whether to breast feed or not will also be explored by socioeconomic class and the effect of the choice on the economy. The choices made by a new mother on whether to breast feed or bottle feed are highly influenced by economics and prior knowledge and culture. On average, mothers who are in a higher income bracket with access to good healthcare and social support groups encouraging breastfeeding are more likely to breast feed for the recommended six months and even go beyond that to about the child's first year (Palmquist and Doehler 2014). Included will also be environmental factors associated to the area in which the baby is to be raised. Different health risks for both mother and baby are dependent of environmental qualities.

### **Background**

Breast feeding has been noted as one of the most advantageous actions that can be taken by a mother to help her newborn. The benefits are not only immediate, but also extend into the future helping the child have a better quality of life (Weimer 2000). Choosing breast milk over formula increases the chances of infant survival by lowering the chances of contracting infectious diseases. Not only that, cognitive development also increases. Plus the mother's chances of postpartum bleeding and both ovarian and breast cancer risks are reduced (Thueta 2012). To increase the number of those who can benefit, the World Health Organization recommends exclusively breast feeding a new born for the first six months (Casiday 2004). Because of these possible benefits, as well as others, many public and private organizations recommend breast feeding. The American Academy of Pediatrics (AAP) calls for breast feeding up to one year, while the American Dietetic Association (ADA) and Surgeon General call for similar lengths of time (Weimer 2000). In the first couple months, the immune system of the newborn is still being built. Being outside the womb, the child needs to begin to get used to the atmosphere since it is no longer 100%

dependent on the mother for its immune health. Breast feeding offers that child the best chance of living beyond infancy (M'Rabet et al. 2008).

The benefits exhibited by the choice of breast feeding over bottle feeding are not only reflected in the health of mother and child, but also on the economy of the household and community. In 1998 about 64 percent of mothers giving birth in hospitals were choosing to breast feed over bottle feeding. Out of these women a little over a quarter of them continued to breastfeed for the recommended six months (Weimer 2001). This is a problem because, nationwide, the percentage of women breastfeeding should be higher according to different studies. A reason the numbers are so low is because of the socioeconomic background of each mother. Mothers from households that fall above the poverty lines are more capable of following the recommended six month feeding regime, while mothers at or below the poverty line, must return to work much faster to continue to provide for their families. In 1996, a survey was conducted nationwide and found that less than half of women who lived in households that made less than \$100,000 chose to breast feed and out of that half only one quarter breastfed for 6 months (Weimer 2001).

There has been a big focus on the environment in the last couple of years and many have argued that breastfeeding is a great choice for the environment because there is no need for the plastic waste of bottles or formula containers. Also, parents can save more money by choosing to breast feed. The money that would be spent on bottles and formula can be put to other uses. The environment also can help choose whether or not a mom can and should bottle feed depending on the qualities of food and drinkable water available.

### **Thesis and Rationale**

In the last couple years the economy has not been at its best and people are always looking for any opportunity to save money. Breast feeding has been said to be the best form of early nutrition for newborns. It not only provides them

with the correct nutrients to stimulate their growth and development, but also helps the mother and the household economy. Mothers who breast feed are healthier, requiring less time away from the duties and activities they performed before pregnancy. Every year approximately \$3.4 billion are spent by families on formula and all the necessary accessories (Bartick 2011). What breast feeding does, both from a health and economic perspective, is to make things easier for both the mothers and newborns.

### **Methods**

My work consists of an economic study of the costs of breast feeding when it compared to the costs of bottle feeding. Along with that, the environmental factors associated with each choice of feeding style are also explored. The methods used mostly include data retrieval from previous and similar studies. Some data was collected from WIC website and informational papers provided by Medella, a company that provides breastfeeding information to new mothers used at EMC (Emanuel Medical Center, Turlock, CA). Now that breast feeding has begun to become popular again, more studies have been done on the benefits of a mother's milk. Also included in these studies are the potential effects on the economic stability of both the family's household and that of the entire economy as a whole. Monetary values presented are estimates of current trends made into potential future projections. This project is solely performed from primary documents and data retrieved from previously performed studies.

### **Findings**

#### ***Economic Effect***

The economy of the United States is measured based on a term referred to as fiscal years. Fiscal years are not in accordance with the calendar years. At the end of the 2015 fiscal year, the United States debt will be \$21.694 trillion (Chantrill 2015). With each passing day this number only seems to get bigger and bigger. Many people attribute some of this deficit to the

misuse of government assistance. These programs use tax payers' money to fund for public health and other services for lower income families. Sometimes there are people who cheat the system and use these resources when they do not need them, but that will never change. A lot of these resources are specifically designed to help mothers of lower economic standing provide for their children. With so many people using these programs what little money is being set aside for aid is being sourced out and not being used to the fullest by those who really need it.

The U.S Department of Agriculture's Special Supplemental Nutrition Program for Woman, Infants, and Children (WIC) is one of the best known government aid programs. They buy the largest amount of infant milk formula in the United States. They account for about 40% of the orders made in the country. The total amount of tax dollars used to purchase the formula is about \$567 million, after receiving a rebate (Weimer 2001). This is an alarmingly large number being spent on just one product within one organization alone. One study suggested that if some of the infants reduced their formula intake and replaced it with breast milk, WIC would be saving approximately \$750,000 (Weimer 2001). The reduction in users of WIC would allow for money being used currently for that to be repurposed for other governmentally funded programs.

It isn't just the formula alone that needs to be purchased. When a mother chooses to bottle feed, many more accessories need to be purchased to accommodate that choice. In a household with one newborn, the average cost of just formula is about \$1500 per year (Bartick 2011). That is not including the price of bottles, bibs, bottle cleaning supplies, bottle carry bags, and pacifiers. Alone those products range from \$15 bibs to \$40 bottles. On the other hand breast feeding costs add up to about \$2000 annually (Bartick 2011). When breastfeeding, bibs and other products are necessary, but most of the items purchased can be used multiple times for extended periods of time unlike some of the



bottle feeding supplies. Not only is the program saving money, so are the parents of the infants. Breast milk increases the tolerance of the child's

immune system lowering the need to seek emergency medical care.

**Table 1:** The average yearly costs of bottle feeding broken down by basic items needed.

Bottle Feeding					
Item	Quantity	per year	Price Range	Min Cost	Max Cost
Bottles	6/month	72	\$12.59-34.49	\$906.48	\$2,483.28
Nipples	1/ 3.5 months	4	\$3.99-4.89	\$15.96	\$19.56
Bottle drying rack	1/ year	1	\$9.99-12.99	\$9.99	\$12.99
Bottle brush	1/ 6 months	3	\$6.99-14.99	\$13.98	\$29.98
Bottle warmer	1/ year	1	\$24.99-69.99	\$24.99	\$69.99
Purified water	8/ month	48	\$0.89-3.09	\$42.72	\$148.32
Bottle bag	1/ year	1	\$10.99-14.19	\$10.99	\$14.19
Enfamil	1 can/ week	52	\$25.99-36.99	\$1,351.48	\$1,923.48
Total Costs				\$2,410.91	\$4,761.71

**Health Effects**

The milk formula recipes have come a long way from the 19<sup>th</sup> century when infants, whose mothers began joining the work force thanks to industrialization, were being fed mixtures of goat milk with cereals, sugars, honey, and other ingredients (Koletzko 2010). Since that time, people began noticing that infants fed on these mixtures were not surviving infancy in the same numbers as children being breast fed. Finally in 1865 Justus von Liebig came up with the precursor of modern bottle formula method (Koletzko 2010). Thanks to his initial advances, as the years progressed, the infant mortality rates went down for those children not being breast fed. Even with constant advances in the methods trying to create a formula based milk to closely resemble breast milk, the average fee for hospitalizing an infant in the United States is about \$5000, \$450 million on an annual basis. In the end medical costs for sickly babies can range anywhere from \$1.1 to \$1.32 billion (Weimer 2001). Even after all these advancements, formula milk still has a short shelf-life. Breastmilk can be kept frozen for up to a year and still be considered viable. A small amount of the nutrients are lost during freezing.

Some infants begin to develop various diseases if they are exclusively fed on formula.

Some develop diabetes because of the high content of sugar in formula milk and lack of constantly changing enzymes only a mother's milk can provide. These infants become insulin dependent, making medical care costs for them range from \$1,185,900,000 to \$1,301,100,000 for both insured families and those paying out of pocket (USBC, n.d). Some forms of diabetes are reversible, but even then families that area already struggling to make ends meet with the current costs most likely won't be able to afford extra charges.

Mothers also receive health benefits when they choose to breast feed. It was been reported that mothers choosing to breast feed reduce their risk of contracting ovarian and breast cancer. When they breastfeed, their enzymes and dietary nutrients change based on the infant's needs. As the child gets older, the fat content of the milk is altered to fit the needs of the baby. Progressively, the enzymes allow for less milk clots forming in the breast tissue, reducing the risk of breast cancer. Ovarian cancer is reduced because, as the mother is breastfeeding, her hormone levels change making her less at risk. Not only does breast milk directly affect the mother and baby, in Mexican culture, it is believed that a mother's milk is good for earaches as well as other home remedies.

**Table 2:** Average yearly costs for a mother who chooses to breastfeed

Breastfeeding Costs					
Item	Quantity	per year	Price Range	Min Cost	Max Cost
Breast Pump	1/ year	1	\$70.99-324.99	\$70.99	\$324.99
Pump Accessories	1/ year	1	\$16.99-27.99	\$16.99	\$27.99
Bottle drying rack	1/ year	1	\$9.99-12.99	\$9.99	\$12.99
Bottle brush	1/ year	1	\$6.99-14.99	\$6.99	\$14.99
Storage bags	21/ week	1092	\$9.59-13.39	\$209.45	\$292.44
Nursing pillow	1/ year	1	\$10.99-59.99	\$19.99	\$59.99
Nursing breast pads	12/month	144	\$6.59-24.99	\$237.24	\$899.64
Nursing cover	1/ year	1	\$11.39-51.99	\$36.99	\$51.99
Total Cost				\$642.95	\$1,744.94

### ***Environmental Effects***

In a study done by registered nurse Sarah Brown Blake, a connection between contaminated drinking water sources and dairy farms based on their proximity to one another in the San Joaquin Valley was documented. The valley is one of the most productive agricultural areas in the nation, which entails an increasing number of low income farm-working families. Brown Blake found that 96% of the nitrate contaminants in water supplies came from the use of crop fertilizers as well as animal waste (2014). The concern here with nitrate contaminants is that diseases like colon and bladder cancer are linked to them, especially in areas where the contaminated water sources are the only source for potable water. Along with higher risks of cancer, contaminated water can cause newborns to have lower birth weights, neurological defects, as well as other diseases, and possibly even cause a miscarriage. Attempts to secure clean drinking water have been made, like the Clean Water Act of 1972 and Safe Drinking Water Act of 1974. Both of these acts were set in place to try to protect public health by regulating the contamination sources (Balazs et. al, 2011). These studies have only begun to scratch the surface of the water contamination problem. Though nitrate contaminates are linked to cancers, more needs to be done to clearly link

them to birth defects. The information found as of right now is preliminary and a hypothesis based on previous assumptions of the effects these contaminants may have.

### **Conclusion**

After doing the initial research, I have found that benefits of breastfeeding extend to more than just health. The health of the mother and baby are better when compared to mothers and children who do not partake in breastfeeding. Mothers can prevent diseases like breast and ovarian cancer, while infants develop strong immune systems that will allow them to be stronger as they grow older. The health costs are significantly lower and money can be spent on other necessities like utilities. There is less time being spent in doctors' offices and, instead, that time can be spent creating inseparable bonds between mother and child. Environmentally, not much has been researched. The little information available only speaks of less trash and pollution with breastfeeding, but things like pollutants in water supplies or the effects of genetically modified food on the mothers and children is still an untapped section of this research. The idea is to take this information and apply it to current lifestyles and delve more deeply into the issues to increase our understanding of the effects of the environment on newborns.

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# Presenting the Key to Learning: Comfort Corners

Eliza Matley

## *Abstract*

A child's environment can stabilize or destabilize their life. This in turn can greatly alter their decisions in life and, consequently, their potential career paths. Children encounter affective stressors on a daily basis from a variety of different sources. These stressors vary in the severity and potency of their impact on a child's unfolding life. These negative factors, whether experienced in the household or outside their home life, can considerably impair their learning and developmental growth. Impacts involving sudden or frequent stress caused by household violence, general neglect, or family financial insecurities can all be carried into the classroom environment regardless of the child's intentions. This makes it physically difficult or impossible for the child to concentrate and learn during the school day. This disablement, which often leads to outbursts and bad behavior in school, can have major negative consequences on affected children. Since they are not reaching their full academic potential, their future career paths and life choices as well as social interactions can be severely impacted. It is nearly impossible to develop a feasible proposal to change individual home lives in order to improve children's learning capacity at school. However, actions can be taken within the school environment to help relieve these affective stressors. A potential approach to this serious dilemma that tremendously impacts future generations is the comfort corner. The availability of a comfort corner could help diminish the need for discipline in a classroom setting. This approach would greatly differ from disciplinary corners of the past, such as the "dunce's corner," by providing an outlet for the child not only to regain a sense of control of their emotions, but also to refocus their attention to the present learning environment. My principle objective is to investigate whether the availability of a comfort corner for elementary students identified with troubled homes or pressing matters holds promise for lowering the rate of misconduct and violent outbursts, thus enhancing learning capabilities among students in the classroom setting.

## **Background and Significance**

The dictionary definition is "a disordered psychic or behavioral state resulting from severe mental or emotional stress or physical injury" ("Trauma"). While this short definition explains its main concept, it does not reveal any sense of the physical, mental, or emotional damage traumatic events cause an individual. There are a variety of different traumas an individual can experience that range on a large scale from physical rape to swallowing a fly in their carton of milk. The event typically includes some form of "abuse of power, betrayal of trust, entrapment, helplessness, pain, confusion, and/or loss" (Giller). While trauma affects all participants present, the focus of this research is specifically on children. Potential results of traumatic stressful events on children include "disturbed sleep, difficulty paying attention and

concentrating, anger and irritability, withdrawal, repeated and intrusive thoughts, and extreme distress" (Martin). Clearly such outcomes of trauma are not resolved overnight and can have an impact on the child for extensive amounts of time, potentially becoming a chronic stressor. These impacts are summarized effectively by John Medina, a molecular biologist actively researching the topic as, "severe and chronic trauma (such as living with an alcoholic parent, or watching in terror as your mom gets beat up) causes toxic stress in kids. Toxic stress damages kid's brains. When trauma launches kids into flight, fight or fright mode, they cannot learn. It is "physiologically impossible" (Stevens). A study conducted by the Center for Disease Control (CDC) showed a shocking correlation between children with chronic toxic stress and the development of chronic diseases later on in

life. The diseases induced are quite extensive, including “heart disease, lung cancer, diabetes, some breast cancer, and many autoimmune diseases, as well as depression, violence, being a victim of violence, and suicide” (West). Another study conducted at a California pediatric care unit demonstrates the detrimental consequences the stress from a traumatic event can have on a child as it was found to increase behavioral problems by 32 times (McInerney). Every child, in turn, reacts differently to these affective stressors and “fixates” on one or more of the response modes: flight, fight, and freeze (Hosier). Once these responses are triggered, the child is unable to absorb information or access the rational part of their brain. Their focus narrows to only finding a way to escape that specific trigger in the best way they know how. If a child is triggered in the classroom, not only is all physical learning ability terminated, but acts of violence and outbursts or even extreme withdrawal can occur, halting the child’s intellectual development.

The implementation of comfort corners can be a way of diffusing trauma triggers by helping children learn to recognize the feelings associated with the flight, fight, or freeze modes. A comfort corner is a designated area in a classroom designed to give children a chance to take a break from their current environment in order to self-regulate their feelings. This method of action would hopefully stop the escalation of emotions from reaching a flight, fight, or freeze mode, allowing the student to continue to learn. In the end, this method of approach is “an opportunity, not a mandate” in order to help the child be able to identify when he or she needs to take a break before being forced to take a break (West). This alternative is a trauma informing technique that deviates from discipline and instead embraces the child’s unknown home life. Studies have shown that “one suspension triples the likelihood of a juvenile justice contact within that year” and “one suspension doubles the likelihood of repeating the grade” (Stevens). Even lesser degrees of forced removal from classroom activities, such as the “Dunce’s

corner” and time outs, can potentially be avoided with the implementation of a comfort corner. “A major disadvantage of using time out as a punishment is that it does not teach a child alternative ways of responding to the situation at hand” (Katz). It is therefore beneficial to all parties involved, including the teacher, classmates, and the child affected by trauma, to be given the option of a self “time out.” This will keep the sympathetic nervous system from overreacting to particular trigger stimuli, hopefully decreasing outbursts and overall disruptive behaviors of the child.

Comfort corners are a potential gateway to informing future generations as well as present educational systems about the impact trauma causes on an individual, specifically children. With research finding that one half to two-thirds of children experience some form of trauma during development, the significance of comfort corner implementation is devastatingly obvious (McInerney).

### **Method**

One comfort corner will be placed into one classroom at Wakefield Elementary School, located in Turlock, California, for a period of two months. This implemented comfort corner will include a bean bag chair, a lavender-scented, weighted blanket, a lavender-scented teddy bear, two soft pillows, a stress relief ball, play dough, and a meditation sand rake box. This set-up will be in the corner of the classroom, with a curtain placed so that the child’s feet can still be seen when in the comfort corner. This will allow the child to keep a sense of privacy while enabling the teacher to locate the child easily. There will also be a sign posted next to the corner that can be flipped over stating whether the comfort corner is open or in use. The teacher will then instruct the students on the purpose of the comfort corner and the reasons for incorporating it into their classroom.

The teacher will build a class roster, marking when certain students use the comfort corner. This will indicate not only if the comfort corner is being used, but also if particular students tend

to use it repetitively or not. In addition to this, the children will be asked to write down one emotion or “feeling” word on a sheet of paper before they enter the comfort corner, as well as after the use of the comfort corner, and to place it into a locked box. This will also be used as an indicator to judge the emotional state of the individuals taking advantage of their own personal time break. The instructor will be making observational notes weekly in reference to the amount of disturbances in the classroom, and if, in her opinion, there has been any correlation to the use of the comfort corner to the increase or decrease of outbreaks. This type of observational data will be collected for a total of two months, with the potential of reassessment and continuation in the future.

### **Pilot Project**

A small test run was set up in a fourth grade classroom at Madera’s Elementary School in Madera, California. This was put in place as an initial probe by a teacher willing to test the effects of its implementation. The goal of this demo was to have the comfort corner available for at least a three week window in hopes of observing a positive impact. With a positive result, the comfort corner would then be implemented for a longer time and incorporated in more than one classroom.

After initial set up and informing the teacher of its purpose and guidelines, the comfort corner was explained to the children. They seemed to understand its purpose and were quite enthralled at a new element in their classroom. The teacher was then left in control of its application and students’ access to it with a planned checkup in three weeks’ time.

There was some important feedback from this three week introduction. After the three week interval, the students were asked their opinion on the comfort corner. Their hands shot up all over the classroom, bouncing with excitement to explain the uniform opinion that they loved it. They were then asked if they had abused the comfort corner in any way, with some examples given to demonstrate what we meant by the

question. For instance, we asked if they went to the corner in order not to participate in a class activity. To our surprise, the fourth graders admitted with sincere honesty that they had not used it as intended. They had used it because they wanted to see what it looked like, to get a break from school, or even to draw attention to themselves. With such straight forward feedback, it seemed that the corner was not necessarily enhancing the classroom environment. However, there were a few children who came forward with information as to how it was exactly what they needed. For example, a little girl stated that her parents had been arguing the previous morning and right when she got to school, she went into the comfort corner and took her own break. She said it was what she had needed since her own personal safe place in her window chair at her home had been ruined by her parents’ frequent fighting. With the comfort corner helping even just one child, it was deemed worthwhile to keep it and work to iron out any problems it may cause.

The teacher had noteworthy suggestions and opinions as well. She conveyed that it took a while for the comfort corner to stop being a distraction. For the first week, all the children were concerned with who was walking back there, what the student was doing, why they were back there, and so forth. She said that it definitely took away from the lesson plans for those days, causing her to initially believe that it was not beneficial to incorporate it in classrooms. Once this initial excitement subsided, she said she did see a tremendous behavioral improvement in a few students who were known to have stressor-inducing home lives. Overall, she also felt that comfort corners could be a tremendous aid in enhancing the learning capabilities of those truly affected by external influences as well as an excellent opportunity to teach children not immediately affected about trauma.

### **Hypothesized Obstacles and Initial Results**

Some potential obstacles of incorporating comfort corners into classrooms are the overall effect of its presence on the children. It may be

necessary for teachers to expect a decrease in attentiveness during the first week the comfort corner is introduced until the excitement of a new addition to the classroom has subsided. Another potential obstacle to its use is a decrease in learning outcomes if its use is a distraction to the class. If the whole class's focus is on a student every time they get up to use the comfort corner, that could greatly impair learning which would defeat the intent behind the implementation of the comfort corner. In addition to this, students

who use the corner could be adversely affected by bullying due to their use of it.

While these adverse events may be encountered during the implementation of the comfort corner, it is predicted that, with the support of the teachers and schools, plausible solutions to each dilemma can be found and implemented. The integration of comfort corners is intended to bring about awareness of the devastating decrease in learning capabilities due to the various forms of trauma as well as provide a source of prevention.

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# YouTube: The Business Model

**Paola Nieto Parra**

## *Abstract*

YouTube is growing as a company and as a community. It has become a widely popular platform for individuals known as YouTubers and for companies to promote themselves and their products. However, YouTube is a fairly young company. It was started in 2005 and was not a big player in the emerging media game until recent years. For this reason, there has not been any research on how exactly individuals and companies are able to use emerging media to become profitable. A former personal assistant of a YouTube star will be interviewed to find out what are the current business models that YouTubers are using to increase profitability. It will be an open-ended interview to allow for conversation that may lead to unanticipated information. It is expected that the most profitable avenue for YouTubers will be advertisement followed by endorsements. For companies, it is expected that their most profitable avenue will be an increase on their sales. The information that comes out of this study can be used to guide individuals interested in being YouTubers and to help businesses use YouTube as a tool to further their brand and profitability.

## **Introduction**

The entertainment industry has gone through many changes in the last century. However, none have been as drastic as the changes within the last decade. As individuals migrate from the big screen and the small screen into the World Wide Web for their entertainment, business pioneers are trying to capitalize on the latest social networks and technology. The purpose of this research project is to find out how YouTube users and YouTube-user companies can make money through YouTube, in order to better understand how marketing strategists decide to invest in and utilize emerging media. Although some of the questions about this industry have been answered by the popular press, there is still little research done from a business perspective.

## **Methods**

A former personal assistant of a YouTube star will be interviewed to determine what business models current YouTubers are using to increase profitability. It will be an open-ended interview to allow for conversation that may lead to unanticipated information. Furthermore, YouTubers and their assistants will be emailed to see if anyone else is interested in being interviewed. Since YouTube is owned by Google, Google representatives will be contacted

to see if they would be interested in sharing ways for individuals and companies to use YouTube as a tool to make themselves more profitable.

## **Background Information**

YouTube was started in 2005 by three former PayPal employees: Steve Chen, Chad Hurley, and Jawed Karim (Hiebner, 2014). Their goal was to create a place where the general public could upload, view, and share their videos. As users grew, YouTube developed into the ideal tool for finding specific video material. The company was sold to Google in October 2006 for 1.65 billion dollars (“YouTube: A History,” 2015).

## **The Current Uses**

YouTube has various uses at the moment and it keeps expanding as time goes on. In one recent trend, YouTube is used as a platform to stardom from the comfort of any user’s room. It can also be used as an educational tool if the user is creating or viewing tutorials or how-to videos. Companies are also using YouTube as a platform to expose users to their products and events. Videos of this kind can be produced by the company itself. Users also help advertise for companies by creating video reviews for sponsored products and events.



### **Statistics**

As of January 2008, 10 hours of content have been uploaded to the video sharing platform YouTube every minute, (“YouTube: A History,” 2015). One of the appealing qualities of YouTube is the almost infinite amount of material available to users at the tips of their fingers. According to ComScore Media Metrix, in the US, 178.4 million unique viewers watched 33.5 billion videos for an average of 16.8 hours per viewer during June 2011 (Jarboe, 2011). Daily viewing time on YouTube grew by 50 percent in 2013, according to the platform. This makes it an excellent platform for companies and users that are looking to reach to a bigger audience.

### **Online Celebrities**

YouTube stars, or vloggers of YouTube as they are more commonly known, are a growing group of individuals that rose to fame by making videos and are now celebrities with immense fan bases. Some examples of this new breed of celebrities are beauty vlogger Zoe Sugg from the YouTube channel “Zoella” and game vlogger Felix Kjellberg from “PewDiePie.”

As of April 23, 2015, Zoella had 7,967,267 subscribers to her main YouTube channel. Since then, the amount of subscribers to her channel increased by 1,614,172. Her subscribers increased by a massive 20% as of December 2, 2015. She was the first vlogger to be on the cover of a national magazine. Her feature increased the traffic to the magazine’s website by 98%. Kjellberg’s subscribers increased by 10% in less than seven months. His main channel “PewDiePie” went from 36,202,912 to 40,667,281 subscribers.

With followings that are comparable to those of traditional celebrities, companies are starting to stray from solely soliciting endorsements from movie stars and musicians and moving into the tight knit communities of YouTube. Unlike traditional celebrities, people see YouTubers as approachable friends and equals. This allows YouTubers to advocate for a brand as a friend recommending a product for another friend, rather than as a company paying a celebrity to

endorse a product. However, YouTubers need to be careful not to violate the trust of their viewers and disclose the fact a brand is sponsoring them. According to a study by Research Now, 36 % of viewers would be discouraged from reading a blog that contains paid-for content (“Infographic,” 2014).

### **Literature Review**

YouTube has become the mecca for those that seek easy fortune and fame from their home just by making videos. Although, from the outside, YouTube creators seem to be drenched in money for doing almost nothing, the reality is that hours of prep work, thousands of dollars in equipment, and even more hours of editing go into a short video clip of 3-5 minutes.

YouTube video creator Olga Kay, from YouTube channel Olgakay, has voiced some of the concerns in the YouTube community in an interview with The New York Time. Ms. Kay said “We are all growing in subscribers yet decreasing in views and advertising.” (Kaufman, 2014). She was referring to the drop in prices for advertisement and the increase of channels available to displays those ads. Ms. Kay also brought light to one of the most obscure sides of video creation: production cost. At the very least, video creators need a microphone, a video camera, and video editing software. Some other costs may include shooting expenses, actors, location, and lights. This can cost thousands of dollars depending on the quality of the equipment.

In an attempt to help its community and grow, YouTube has opened a group of studios, called YouTube Spaces, around the world for video creators. With studios currently opened in Los Angeles, London, Tokyo, New York, São Paulo, Berlin, Paris, and Mumbai, YouTube Spaces were created to give free access to resources video creators would not otherwise be able to afford. Among the resources available are classes, exclusive events, sound stages, and state-of-the-art equipment, but the resources available at each YouTube Space vary as does the level of access each video creator has (“YouTube

Space,” 2015). Some YouTube Spaces are stricter than others. For example, YouTube Space LA requires video creators to have at least 10,000 subscribers to access the facilities meanwhile YouTube Space Mumbai only requires 1,000 subscribers (“YouTube Space,” 2015).

Many were skeptical of YouTube’s intention for the content created under YouTube Spaces. However, YouTube explicitly stated that “Participating channels retain all their ownership of content, monetization, and creative control.” so long as the video “passed a legal clearance review and meet the community guidelines.” (“YouTube Space,” 2015).

Another way that YouTube is trying to expand is through YouTube Red. YouTube Red is a paid membership that gives its users an enhanced, uninterrupted experience across YouTube (“Red,” 2015). The membership is available only in the United States at the moment and it cost \$9.99 a month, but they offer a one month free trial. YouTube Red’s benefits are ad-free videos, background play, saving videos offline, and original content among other things (“Red,” 2016). One of the reason Red came into existence was as a way to combat the anti-ads software that viewers are using to watch videos in YouTube. This has become real concern for video creators as they do not get any profits for the videos that do not display any advertisements. YouTube has agreed to “share YouTube Red income with creators just as it currently shares AdSense income.” (Pinsky, 2015). AdSense is Google’s advertisement program that allows publishers to earn money by “displaying targeted Google ads on their websites” (Why AdSense). The income YouTube Red collects will be divided among “creators based on each creator’s share of total minutes watched by YouTube Red users.” However, YouTube Red will not be providing any income for the videos that are watched during the one month free trial.

### **YouTubers’ Business Model**

YouTubers are able to profit for themselves in multiple ways. One way is through revenue

generated from advertising in their videos with programs like the YouTube partner program. The YouTube partner program allows video makers to “monetize content on YouTube in many ways, including advertisements, paid subscriptions, and merchandise.” (“YouTube Partner, 2015”). However, YouTube usually keeps about 45% of that revenue.

Some YouTubers are also expanding into the book business by publishing their own books like Alfie Deyes’ “The Pointless Book” from the Pointlessblog YouTube channel and Zoe Sugg’s “Girl Online” from the YouTube channel Zoella. Others like Michelle Phan have expanded into all other media. She has a book called “Make Up” and her own cosmetics line from L’Oreal. She also has endorsed products including Dr. Pepper, Toyota and SanDisk.

### **YouTube vs. Copyright**

YouTubers occasionally face complications related to copyright and trademark breach issues. An example of this is YouTuber Michelle Phan. She was sued by Ultra Records for using music from an artist signed to their record label in her videos. Phan claims that Ultra Records had authorized the use of their music, and the artist whose music she used, Kaskade, defended her. Even so, she is being sued for \$150,000 per copyright infringement (Rawlinson, 2014).

Outside companies are not the only ones causing problems for YouTubers: YouTube itself is providing obstacles to YouTubers, especially for Video Game vloggers. YouTube’s automated anti-theft system started flagging popular videos of YouTubers reviewing, critiquing, and playing popular video games. However, Ubisoft, Capcom, Blizzard, Deep Silver and other giants in the gaming industry have spoken up and promise to clear things up with YouTube, since videos of that nature are some of the most popular on the website (Gibbs, 2013). The gaming industry benefits greatly from this sort of video because of the free publicity that it offers.

Since then, YouTube has realized the error in their ways and has decided that the demands of copyright holders are excessive. They will

financially support the legal cost of four video creators. YouTube has done this all in a hope to educate users on fair use, create a positive impact in the entire YouTube community, and strengthen the loyalty of video creators (Kang, 2015). YouTube's sudden inclination to protect its users may come as a surprise to the general public. However, due to the alarming rising of video platforms fighting for the top quality video content, YouTube has found itself in a place where it needs to show that YouTube is not only a platform but also a community.

### **Expectations**

It is expected that the most profitable avenue for YouTubers will be endorsements from other parties followed by products sold in their private websites. Endorsement is expected to be the most profitable because the money goes directly to the YouTuber. Profit from merchandise is also expected to be quite profitable because there is no middle man taking a cut. Advertisements within videos are expected to be the least

profitable avenues because YouTube takes such a huge share from that revenue.

For outside companies, it is expected that their most profitable avenue will be the increase in their sales. The reason for this is that the majority of the cost regarding their product is already covered, so the increase of sales will mostly be profit.

### **Conclusion**

YouTube is a huge platform for business and individuals. As social media takes a bigger role in marketing, it is important to facilitate success in this sort of platform by learning from the pioneers. Although popular press has answered some of the most common questions on how to achieve this success, there are still many questions unanswered that can only be addressed through more interviews with an academic goal in mind. The information that comes out of this study can be used to guide individuals interested in being YouTubers. It can also help businesses use YouTube as a tool to further their brand and be profitable.

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# Understanding Anxiety

Malia L. Salas

## *Abstract*

Anxiety can be defined as “An unpleasant emotion triggered by anticipation of future events, memories of past events, or ruminations about the self (Gale Encyclopedia, 2012, p. 42). Cognitive behavioral therapy is the most well-known therapy and often considered the most successful type of treatment for anxiety disorders. This paper will explore different methods of treatment for anxiety in comparison to cognitive behavioral therapy in an effort to provide those who suffer from anxiety with the most successful interventions and treatments available, not just what is mainstreamed. Treatment methods such as meditation, yoga, prayer, and applied relaxation will be explored using a comparative analysis of previous research. These methods have been selected primarily because they all include natural anxiety coping mechanisms that can be tailored to meet the needs of those with anxiety. All participants being measured in these studies are adults (18-65 years old) and not all participants have diagnosed anxiety disorders. These methods will be observed by examining and comparing studies compiled by other researchers, and exploring other statistics and data. The goal of this research is not to discourage individuals from participating in traditional talk therapy, but rather to allow everyone to find the best method available for them. The first rule of therapy is to do no harm, and providing individuals with unbeneficial treatment may be harmful.

## **Introduction**

Many therapists and mental healthcare professionals use Cognitive Behavioral Therapy as a solution to Generalized Anxiety Disorder (GAD) and other types of anxiety disorders. According to the Anxiety and Depression Association of America (ADAA, 2015), Generalized Anxiety Disorder can be defined as one who has persistent and unnecessary worry on more days than not, frequent tension, and has deep concerns about things they cannot control. This disorder affects adults and children, but for the purpose of this paper, adults (of all ages) will be the focal point. This disorder is primarily treated with Cognitive Behavioral Therapy (CBT) because it has been the most successful and well-known treatment method thus far. However, there are a number of other qualified treatment methods that the general public has not been taught. The purpose of the exploration of these methods is not to discredit CBT, but to shine a light on other treatments previously kept in the dark. There is no category that every person fits into because no two people are exactly the same. So why would this one particular treatment method be the most wide-

spread and most used among healthcare professionals? Those with GAD and other anxiety disorders are not being educated about other methods that may benefit them more.

## **Significance**

This research is important because this is a disorder that has the potential to reach everyone. Direct causes are unknown, but research indicates that potential causes are biological factors, genetics, and stressful life events (Generalized Anxiety Disorder, 2015). This is not something people choose, or something that is contagious; it can be brought on by stress. A disorder this easily produced must be studied, because, although this is not a terminal illness, it is potentially something a person must live with for the rest of their life. The ADAA (2015) explains that this is a disorder that affects 6.8 million adults in any given year and that women have twice the risk of experiencing this disorder as men. Those who do not have anxiety or an anxiety disorder do not necessarily understand how extensive the impact is on a person's life. This disorder has the potential to crawl into the deepest crevices of a person's subconscious and

to make them over-analyze, over worry, and become scared into a state of anxiety.

### **Background and Effects of Generalized Anxiety Disorder**

Jacofsky, Santos, Khemklani-Patel, Neziroglu (2013) researched the biological factors involved in the manifestation of anxiety disorders. Research indicates that genetic components to anxiety may be traced back to different temperaments in babies, and those who are extra-sensitive or emotional at that stage have a better chance of developing anxiety later in life. These researchers also claim that neuroticism plays a key role with anxiety. Neuroticism is, simply put, negatively interpreting events, environmental cues, etc. So, someone who has high neuroticism is also more likely to have an anxiety disorder. This research is not saying that anyone who is negative will have anxiety, just that those who interpret events as negative more often than not, change their brain chemistry a little more each time they think that way, giving them more potential for developing an anxiety disorder. Some people misinterpret the word “anxiety” and link it to “fear” or “panic” or other types of disorders. Researchers explain that “the difference between fear and anxiety is that fear is a reaction to a danger presently detected in the environment, while anxiety refers to the anticipation of some potential threat that may or may not happen in the future” (Jacofsky, Santos, Khemklani-Patel, Neziroglu, 2013). These researchers go on to say that just because there is a concrete difference between fear and anxiety does not mean that our bodies perceive that difference. Once our brains identify something as a potential threat, our bodies react. That’s where our basic biology of adrenaline, norepinephrine, and other stress hormones comes into play.

The New York Times’s editor and MD, Harvey Simon (2013) explains GAD as having three or more symptoms, most days, for at least six months: restlessness, tiredness, irritability, difficulty concentrating, tension in muscles, and lack of sleep or disturbed sleep. These are symptoms that have great potential for impairing

a person’s normal functioning. This is not just a disorder that affects a person’s functioning; it also affects that person’s family/loved ones. Without treatment best suited to the individual, this could change a person’s life and negatively affect them and their family in the long term.

### **Cognitive Behavioral Therapy as a Mainstream Solution**

Cognitive behavioral therapy is a type of therapy molded by techniques pioneered by Aaron Beck and Albert Ellis. In the simplest terms, Corey explains it as “CBT is based on the assumption that a reorganization of one’s self-statements will result in a corresponding reorganization of one’s behavior” (p. 275). This technique is so popular because it incorporates ideas from cognitive therapy and behavioral therapy, and is just about the easiest to integrate into other types of therapy. CBT uses various methods like operant conditioning, modeling, behavior rehearsal, client homework, etc. CBT is perhaps one of the most popular types of therapy because it is essentially a hybrid therapy.

Ellis created Rational Emotive Behavioral Therapy (REBT), which promotes the significant connection between a person’s thoughts, behaviors, and emotions, and the “cause and effect” relationship of those connections (Corey, 2009, p. 275). The idea behind this therapy is that, while a person is born with capabilities for self-preservation and self-actualization, that person is also born with self-destructive tendencies and other less beneficial qualities. The therapeutic relationship between client and therapist for Ellis is one of teacher and student, Ellis believed that a client was there to learn. In this therapy an A-B-C framework was used to establish A (client’s activating event), B (their belief), and C (their emotional and behavioral consequence), leading to D (disputing intervention), E (effect), and finally, F (new feeling) (Corey, 2009, p. 278). Looking at this method in the specific case of a client with generalized anxiety disorder, the therapist would break down their disorder into these steps. For example, “A” what event or activity triggers their

anxiety, “B” what irrational belief they are accepting as true, “C” how they feel after anxiety takes over and what immediately follows the anxiety attack, “D” this client then learns how to detect, debate, and discriminate irrational beliefs, “E” this client gains a new belief that works in a healthy positive manor, and “F” this client gets a new set of feelings (Corey, 279). This method works for anxiety because it is a collaboration between client and therapist, and the client is given someone with the correct tools to help them learn how to manage their disorder.

Beck’s Cognitive therapy is similar to REBT in the sense that its premise is to recognize and change negative thoughts and beliefs. Beck created a list of “cognitive distortions” many people have that enable their irrational beliefs and thinking (Corey, 2009, p. 289). The purpose of identifying these cognitive distortions is to show the client how irrational they are and to have the client test their own beliefs, leading to the formation of healthier and less dysfunctional thinking. The therapists work closely with the clients in an emotional relationship with trust; the client works actively with the therapist instead of a teacher-student relationship. This type of therapy was originally created while Beck was researching depression, however, when applied with behavior therapy, a new solution to anxiety emerged.

CBT was born to help those with anxiety. It uses a bond between the therapist and client to find a technique best suited to treat the client’s anxiety. For Generalized Anxiety Disorder CBT helps by identifying the negative thoughts of the client, helping the client challenge those negative thoughts, and enabling them to create new and healthier thoughts. This method is the most commonly used for GAD because it has a variety of techniques that fit most people. Operant conditioning works by helping the client identify a behavior that needs to be changed, and reinforcing only a desired behavior. So eventually the client learns to only reinforce the behavior(s) that they want instead of the previously reinforced negative response of anxiety. Modeling works by clients identifying

what their desired behavior looks like and practicing it. Behavior rehearsal is similar to modeling; the therapist asks the client to practice certain behavioral patterns, until they are ready to implement these new patterns in social settings. In homework the therapist and client work together in a session to identify what needs to be worked on and what step the client would be willing to take by themselves outside of the session, the client then reports back to the therapist any progress made. These techniques are generalized to fit the needs of most people, and typically there is something that fits a client’s needs. However, that does not mean that there isn’t a better therapy or method out there to treat a person’s specific case of anxiety.

#### **Meditation as an Alternative for Anxiety**

Meditation has proven to be a powerful substitute for anxiety. David Watson and Roland Tharp wrote “Self-Directed Behavior”, a book about behavior and how to monitor and change behavior. A key component to behavior change, according to Watson and Tharp, is substituting new thoughts and behaviors for the old, undesired ones (p. 196). In doing so, one must create distracting behaviors, so when the anxiety starts to intervene in one’s daily life, the person implements a distracting behavior to focus on instead. The use of distracting behaviors is temporary, but it is a part of the behavior change process. Through the use of distracting behaviors, a client is then able to partially control the emotions they associate with that behavior. By actively choosing to participate in an alternative behavior, the client then takes away some of the power over them that anxiety held. After the use of distracting behaviors, one identifies a list of incompatible behaviors. Incompatible behaviors are behaviors that physically do not allow a client to participate in their undesired behavior.

So if the undesired behavior is anxiety, a client could use meditation. Meditation is an easy, simple technique that costs little to nothing to do. A person with anxiety would not need to pay a therapist if he or she knew of effective

meditation techniques to do in place of anxiety. J.C. Smith identified such techniques; sitting in a quiet room and focusing on your breathing, identifying a mantra and thinking it slowly, letting the thoughts pour into your head while saying the mantra, not trying to problem solve and instead letting the thoughts drift and the mantra relax those thoughts. It sounds easy and perhaps ineffective, but for some people meditation is more effective than CBT or talking to someone about their anxiety.

### **Anxiety, Self-Actualization, and Meditation**

Fabrizio Coppola and David Spector researched natural stress relief meditation as a means for reducing anxiety and increasing self-actualization. Their hypothesis is that individuals who participate in natural stress relief meditation will experience a lasting decreased anxiety and an increase in positive feelings such as self-actualization, creativity, and autonomy (Coppola & Spector, 2009, 309). This study was located in Italy, and included 31 participants. The participants were given the State-Trait Anxiety Inventory, which according to the American Psychological Association, is a 40 item questionnaire used to distinguish anxiety from depression. Participants took this questionnaire three times; the week before meditation instruction, following meditation instruction, and after four weeks of meditation. Participants were also given the Short-Index of Self-Actualization (SISA), which measured the participants' levels of self-actualization using a 4-point Likert Scale. SISA was given to participants immediately after they were instructed on meditation and four weeks into practicing it regularly.

This study included no control group, so results are based solely on the experimental study. Results indicate a significant difference in anxiety and self-actualization after treatment. According to the STAI, participants' anxiety levels were within the same 1% before and during instruction, and dropped 6% after four weeks of the natural stress relief meditation. Self-actualization results were also significant,

with more than 2% of participants showing an increase in self-actualization.

This study has its faults, sample size being one of them. However, no matter how small the increase in self-actualization or decrease in anxiety, that is progress. Those participants came into the study more anxious and less self-actualized and left it a little better. No matter how small the population or how small the decrease, natural stress relief meditation can be beneficial in reducing an individual's anxiety. This is a technique that should be explored in future research. This won't necessarily help everyone, but a few people being helped is enough.

### **Learning Applied Relaxation Techniques**

Applied relaxation is similar to meditation, in that it is essentially a person learning to calm down and relax their body. According to Watson and Tharp (2009), "relaxation is the casting off of nervous tension and anxiety" (p. 174), so in the context of using the concept of relaxation to cure anxiety, one would do so simply by applying it. This is another method to control and lessen anxiety that many assume is too simplistic to actually work. Applied relaxation allows a person to breathe deeply, exhaling all anxiety or burdens, and releasing all tension. There are actually a variety of relaxation techniques to help those with anxiety, but authors stress that it isn't the type of relaxation that is important, but the amount that a person practices it. By finding something as easy as a different way of breathing or a relaxing pose, those with anxiety are being given a simple and clear way to help themselves.

Eleanor Donegan and Michael Dugas (2010) did a study on Generalized Anxiety Disorder treatments, CBT versus applied relaxation. For this study, the CBT protocol was for participants to receive psychoeducation and worry awareness training, and the applied relaxation protocol consisted of participants receiving psychoeducation and tension awareness training. Worry awareness training typically involves the participant keeping a daily record of stimuli that cause them worry, so if during the day such stimuli appear the individual may be prepared.



Tension awareness training involves participants acknowledging when their anxiety takes on the physical manifestation of tension. Donegan and Dugas examined these conditions to see if there would be a change in a participant's amount of worry leading to a decrease in their somatic anxiety over time, or vice versa, the same way for the CBT condition and the applied relaxation condition. The CBT condition had 31 participants and the applied relaxation condition had 26 participants. The experiment lasted 12 weeks, with weekly sessions for both groups. Participants completed daily questionnaires about worry and somatic anxiety, along with a pretest and posttest. Results indicated there was no statistically significant differences in which treatment method was more successful in treating GAD, meaning that both treatment methods are comparable. If the treatments are comparable, then why hasn't applied relaxation been explored more thoroughly?

### **Yoga and Anxiety**

Yoga is another excellent tool for managing anxiety. Yoga, by definition is "an ancient Indian combination of techniques, which includes physical postures, regulated breathing, meditation, as well as certain philosophical principles" (Telles et al., 2012, p. 963), and is looked at as a beneficial technique for some in relation to anxiety, stress, depression, etc. This is a technique that can be performed in numerous ways and settings and that is easy for anyone to do. CBS News reporter Parvati Shallow wrote an article in 2015 titled "Is it possible to heal depression and anxiety with yoga?" In this article he interviewed clinical psychologist and yoga instructor Bo Forbes. Forbes explains in the article that in order to treat anxiety, depression, etc. people have to access their mind-body network and alter the negative patterns that have formed in their body systems. He explains that anxiety and depression are the most common mental illnesses in the U.S. and affect more than 40 million Americans. Anxiety is a terrifying disorder that has the power to take over a person's life. If anxiety can be successfully

treated with something as simple as yoga, then it is worth looking into.

### **Why it Can Work**

A study was conducted by Telles et al. in India in 2012 using army soldiers who were asked to participate in a yoga session. Researchers believed that yoga would reduce anxiety and enhance performance in tasks requiring attention, and were able to test this using a group of army recruits and a group of regular non-army men. The sample size included 140 male soldiers, and a comparison group of 20 males. A requirement worth pointing out is that the soldiers must have completed three or more years in the army before participating in this study. There were three groups total. Group one included 70 soldiers and they were required to practice yoga postures and regulated breathing. Group two included 70 soldiers and they sat with their eyes closed and practiced regulated breathing. Group three was the 20 regular men who listened to chanting music with their eyes closed. There was one total session for all three conditions which lasted 45 minutes. There were two assessments given to each group before and after the session. The first being the Digit Substitution Task where participants were given a number sheet 0-9 with a code at the top of the sheet and in a timed period they were asked to create as many number combinations as they could. The second assessment was the State Trait Anxiety Inventory which asked participants 20 questions whose answers were rated using a scale of 1-4. In the yoga condition participants used the Visual Analog Scale which was literally a long scale 0-10 on how they would score their relaxation after the yoga session (0 – not relaxed at all, 10 – extremely relaxed). Results indicate that there was a significant reduction in the participants' overall levels of state anxiety in the yoga condition and in the musical rhythmic chanting condition. However, results for the breath awareness tended to increase anxiety and showed no significance.

The purpose of this exploration into yoga is to illustrate another component of meditation and

relaxing techniques that may work to aid in reducing anxiety. Anxiety is terrifying in that it is a different experience for everyone, it has different effects for everyone, and presumably lasts for different durations of time. If this is a disorder so impossibly different for people, why would one method work for everyone? Yoga and other types of relaxing techniques are considered second rate and thus are not thought of as “real” treatments. In relation to a disorder as complex as anxiety, it would be in the best interest of all of those affected to be knowledgeable of all potential sources of relief.

### **Religion and Prayer**

As defined by the Merriam Webster’s dictionary, “pray” means “To speak to God especially in order to give thanks or to ask for something; to hope or wish very much for something to happen” (“Merriam-Webster”, 2016). Prayer is something that most people use as a method of communication between themselves and God in times of thanksgiving or times of trouble. There are a variety of different religions involving God/higher powers, but for the purposes of this paper Christianity will be explored. Prayer is something hard to measure because of the potential confounding variables involved and thus is something more so to be practiced privately instead of measured in a study. The purpose of this Biblical inclusion is not to persuade or discredit, but to share information and perhaps to shed light on a successful way of managing anxiety.

Gerald Corey (2009) wrote about spirituality and religion in his book “Theory and Practice of Counseling and Psychotherapy”, and how it is important for counselors and therapists to integrate spirituality and religion into counseling if it is important to the client (p. 454). Corey explains that 92% of the population identify with a religion and 96% believe in God or a universal spirit (p. 452). Nearly every person believes in a higher power. When praying, as stated previously, one is asking for something or giving thanks. A person’s religion is essentially the foundation to all or most of what they believe, so

to reduce their anxiety, one must first understand their religion and beliefs. In relation to traditional talk-therapy, a therapist must understand the core values that underlie a person before treating them in order to obtain a solidified understanding of what makes them who they are and their beliefs what they are. In relation to treatments for anxiety not involving talk-therapy, an individual with religious beliefs or a relationship with God could simply pray.

### **Verses That Serve a Purpose**

The idea behind praying is to maintain a conversation with God, to ask humbly for the desires of one’s heart and to share things with Him. Everyone prays differently, there is no absolutely correct way to do so. Not everyone believes in God so this will not work for everyone, but for the people who have a relationship with Him, this exploration may serve as a tool to aid them in their path of working through anxiety. Having a relationship with God can be simple; it’s talking with someone everyday about your day and wanting to do better for them every day, it’s believing that things are out of your control. Those who pray do so because once they establish a relationship with God, they can feel Him there, listening, and answering which may bring inner peace to an individual suffering from anxiety.

Praying relieves anxiety for those who let it. For the people who genuinely believe and have faith, praying is all that it may take. One verse that has particularly been seen as beneficial for anxiety is in New Testament, Philippians 4:6,7 “Do not be anxious about anything, but in everything by prayer and supplication with thanksgiving let your requests be made known to God. And in the peace of God, which surpasses all understanding, will guard your hearts and your minds in Christ Jesus”. Again, the purpose of this is not to persuade individuals to join Christianity or to discredit the religions of others. For people who believe in God or a higher power, this is one particular method that may help them.

## Conclusion

Cognitive behavioral therapy is the most well known and most used treatment method for Generalized Anxiety Disorder and other types of anxiety disorders. Anxiety is something that has the power to reach everyone, so any treatment method that is safe and effective should be considered by therapists and mental healthcare professionals as an option. Instead, Cognitive Behavioral Therapy is a therapy that has so many versatile components that therapists primarily use this to fit everyone. This method includes a variety of techniques that can reach most people. However, this does not mean every single person with anxiety can be helped by this technique. Other effective methods of treating anxiety disorders include meditation, applied relaxation, yoga, and prayer. These methods are not the most popular because they do not have techniques for most people, but they may be much more beneficial for someone with anxiety, if that

person were informed they were options. Further investigation into these methods might include researching further into meditation, applied relaxation and yoga, using larger sample sizes, and perhaps adding an additional independent variable into the study. The problem with studying individuals in terms of prayer as a relief for anxiety is because it's difficult to identify how efficiently one is praying, identifying their relationship with God, etc. Prayer is more of a method to use privately rather than a study to be measured. Anxiety is powerful and can easily grow into a new disorder(s), since the experience and effects can be different for all who suffer from it. These are methods that can be successful, people just need to be educated in them. Therapy is about doing no harm and putting the client first, so if there is something that is easy like meditation or yoga, that someone can do on their own without a therapist, people with anxiety should be given them as an option.

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# **Childhood Sexual Abuse – Are There Consequences for the Victim in Adulthood?**

**Shelby Keefer**

## *Abstract*

In a contemporary society, individuals care very deeply about our future. This concern includes our children, whom we raise to become people who will eventually take care of us after they no longer need our care. Childhood sexual abuse continues to affect the lives of many children. According to the Centers for Disease Control, approximately 1 in 6 boys and 1 in 4 girls are sexually abused before the age of 18 ("National Sex Offender Facts and Statistics", n.d.). There has not been any study that I could find conducted on links between incarceration and sexual abuse of children. By conducting a study that focuses on prison inmates, this research looks at the relationship between reasons a person was incarcerated and whether that person was sexually abused in childhood. The participants would consist of 100 prison inmates who are incarcerated for sex-related crimes, and 100 inmates who are incarcerated for drug-related crimes. Questionnaires would be followed by individual face-to-face interviews to gather more information. This study can help to determine what the most likely outcome for child sexual abuse victims will be. The anticipated results of this study are that individuals who are sexually abused as children will attempt to avoid the vulnerability of being a sexual abuse victim by resorting to making someone else a victim or subduing themselves through drugs. We know that, in our society, we cannot always be there to protect our children from the dangers of the real world, such as crime; yet there is hope that with proactive measures, childhood sexual abuse will decrease significantly over time.

## **Introduction**

Sexual abuse is a horrific, life changing occurrence in a person's existence, especially when it happens to a child. There are a couple of ways that a person who is sexually abused may continue on with their life. One way may be building character from such an awful experience, continuing on with life, figuring that they will grow as a person, and learning to cope with the scarring experience. However, not every victim is able to move past such a traumatic experience without lasting effects, and is thus not the focus of this research project. Another outcome that could result from such an event would be to attempt recovery by resorting to drug use or criminal behavior. Thus, this paper will explore the question of whether being sexually abused as a child does lead to drug use or criminal behavior in adulthood. These victims, who have been subject to such abuse, may have consciously turned to drug use or criminal behavior using the Rational Choice Theory, or even the Self-Medication Hypothesis, in order to

overcome the fear and feeling of victimization. Does being sexually abused as a child lead to drug use or criminal behavior in adulthood? Do these victims choose to resort to such acts so as not to feel like a victim anymore? The actions of others are a curious business, and since we are only human, curiosity is in our nature.

## **Background / Literature Review**

This research focuses on sexual abuse and the actions taken by these victims after their abuse. For those people who have fallen victim to sexual abuse, there are different ways to cope with such an experience. The choices I focus on in this project are drug use and criminal behavior. According to Swan (1998), "As many as two-thirds of all people in treatment for drug abuse report that they were physically, sexually, or emotionally abused during childhood". According to the United States Department of Veterans Affairs, six out of ten abusers know the victim but are not family (e.g. family friend, or neighbor); three out of ten abusers are family

members (e.g. parent, cousin, etc.); one out of ten abusers are strangers to the victim. This type of outcome could be explained by the Self-Medication Hypothesis. The Self-Medication Hypothesis is an idea that a person will use a drug, or drugs, in order to "relieve symptoms of an underlying disorder or condition" (Radut, n.d.). The idea that a victim of sexual abuse would use drugs to try to forget the horrible experience of such an act seems plausible. For the victim, that experience may have scarred them psychologically, emotionally, and even physically. Such an event can traumatize a person to a point where they may never be able to touch or be touched without the fear, or without remembering their sexual abuse. Tracy (2013) discusses symptoms of childhood sexual abuse and how these events can affect a person. She describes some of the symptoms to include physical pain like eating disorders, sleeping disorders, addictions (including drugs or other substances), along with psychological affects such as PTSD, depression, anxiety, repeated self-injury, or even suicide attempts, and the list continues with many other symptoms. For these victims to resort to more extreme ways to "numb the pain of being a sexual abuse victim" could mean that they are attempting to suppress painful emotions that link to the abuse.

A second possible hypothesis to explain why victims turn to criminality or drug use is Rational Choice Theory. This theory is based on the idea that a person will weigh the pros versus the cons in a situation prior to following through on a certain act, and, while knowing the consequences that follow such an act, will commit the act anyway. Keel (2005) suggests "Rationality involves an end/means calculation, people freely choosing all behavior, both conforming and deviant, based on their rational calculations, the cost benefit analysis of pleasure versus pain, along with other points as well as those choices that are directed towards the maximization of individual pleasure". If we, a society full of human beings, will choose to live lives that include choosing between pleasure versus pain, pleasure will win almost every time. I say

"almost" because there is one time, though this instance may be uncommon, a person may choose pain over pleasure because of the means that build up to the end. For example, a person may be applying for a promotion at work, and is given a choice on how they can obtain said promotion. There are two options that this person is given in order to receive the promotion. The first option is to work for years in the same position, doing the same paperwork day in and day out, working overtime in order to stay ahead of the game. The second option is to exploit the coworker who is also up for the same position. For those people who do not want to do extra work, they may choose the second option to save themselves from more than they have to; even though the outcome may not be positive. Though the first option is harder, and more exhausting, by the time this employee is up for the promotion, the employee will know that this promotion was earned, and the means justify the end. Since people try to make their lives as simple as possible, no matter what obstacles may get in the way, people will search for an easier way to live without pain and suffering.

### **Research Question (Thesis) and Rationale**

Childhood sexual abuse is a problem that not one person should have to endure in their lifetime. Does being sexually abused as a child lead to drug use or criminal behavior in adulthood? Does Rational Choice Theory or Self-Medication Hypothesis explain decisions being made by sexual abuse victims in order to make them feel as if they are no longer a victim? In order for society to find out the answer to these questions, research must take place to seek out the answers.

### **Methods / Research Design**

Since the participants for my study consist of a protected class of individuals, there will be extra precautions taken. The participants I will be focusing on are inmates that are incarcerated for sex crimes and/or drugs. My goal for this study will be to attempt to understand why these inmates committed the crimes for which they are

incarcerated. If the crime was sexually based, such as rape or sexual assault, the question is did they commit such a crime because they were sexually abused in childhood or felt compelled to resort to such behavior? Or did they commit such a crime for other purposes, such as fulfilling a desire or pleasure for themselves that can only be obtained by committing such an act? By looking at the inmates that are incarcerated for drugs, whether that is use, selling, or other related crimes that involve drugs, if being sexually abused in childhood increased the likelihood of their interaction with drugs with assistance from the self-medication theory? Or perhaps other circumstances that led to the use of drugs? By selecting large enough groups of inmates for my study, about 200 inmates, 100 incarcerated for sex crimes, 100 incarcerated for drugs, I should be able to collect enough data that will either support, or reject my hypothesis. The assumption is that there is a relationship between childhood sexual abuse and drugs or criminal behavior in adulthood. These participants will receive a code that will link to their actual identity in order to keep the identities of the participants confidential throughout the study. I will be assigning codes to each participant while keeping the codes with the corresponding participant's identity on a spreadsheet that is under pass code protection, and I alone will know the pass code to access the spreadsheet. Each code will vary for each participant in the study, varying on numbers and letters. For example, participant D15, means the 15th participant in the study that is incarcerated for drugs, whether that is use or other narcotics charges. Another example would be participant S84, meaning the 84th participant that is incarcerated for a sex crime. The participants in this study will answer the following questions: What are you incarcerated for? Were you sexually abused as a child? If yes, why did you resort to drugs or criminal behavior? If no, why did you resort to drugs or criminal behavior? Collecting this data from the participants will assist in figuring out if there is a relationship between childhood sexual abuse and drug use or criminal behavior in adulthood.

### **Anticipated Results**

My anticipated results for this study are that there will be a correlation between childhood sexual abuse victims and criminal activity in the form of drug use, or sexual crimes. Assuming the result is similar to the few sources that I have found, there is a causation relationship between childhood sexual abuse and drug use or criminal behavior in adulthood. According to a study conducted about sexual abuse and criminal consequences, Widom (1995) reports "All types of abuse and neglect put people at greater risk for arrest later in life." This study also states that in the results that "People who are victimized by sexual abuse as children are also more likely than nonvictims to be arrested for a sex crime" (Widom, 1995). This study will be difficult to conduct due to the participants and how cooperative or deceitful the participants are. The true result of this research is unpredictable since all the research is formed around the information received, whether it is true or false.

### **Conclusion**

Sexual abuse is a foul act that no person should have to endure or carry the burden of being a victim. This research will be looking at the participants that took part in this study in the hopes of helping keep future generations of sexually abused victims from following in the footsteps that lead to incarceration. By figuring out other ways for child victims of sexual abuse to learn to cope with such abuse in a healthy way, there may be a reduction in crime in the future. Obviously, this will not get rid of crime altogether, but merely a piece of crime that will continue to decrease as time goes on if such actions are taken to help prevent this abuse in the future. Though each of these incidences of sexual abuse is different, generally the perpetrator is either a stranger to the victim, or worse, a family member. The victim will most likely develop trust issues with society; maybe even try to hide from the world for the rest of their life in the hopes of never having to experience an event as horrible as that ever again. Looking at the inmates that participated in this study,

organizations such as law enforcement, social services, even people working in the educational system, may be able to identify victims of such abuse and help those victims turn to another activity other than drugs or criminal behavior. These people may be able to help these victims restore their faith in society, realizing that not everyone is as horrible as the person who sexually abused them. By inspiring these victims to tell someone about the abuse and influencing

these victims to take part in school activities, or other groups like a Boys and Girls Club, can help lead away from gang involvement. This effect will also brighten the future for the victim by changing their course of action and being able to move past the abuse as opposed to a future that would consist of jail, and possibly recidivism, if the victim tries to bury their victimization with drugs or criminal acts.

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# **Disparity in Discrimination: A Study on the Experience of Minority Women in the Workplace**

**Hannah Green**

## *Abstract*

Cultural relations between majority and minority groups have always been a source of tension, and minority group treatment is often compared to majority group treatment in academic studies. Research comparing two minority groups is often left undone because many think that “who has it worse” battles tend to be pointless. Therefore, research comparing two different minority groups must be done in a way that does not try to argue that one minority is treated worse; rather, it must bring to light the fact that each minority faces its own version of discrimination, and that all problems that minorities experience cannot be treated with a “blanket cure” that has been successful for a single minority. By studying previous works that target discrimination against a single minority, this research compares the experiences of African American women and Latin American women with discrimination in the workplace in the United States. Specifically, sexual harassment and the wage gap were investigated in the cases of these two minority groups. These two aspects of discrimination are important because they demonstrate the economic, cultural, and emotional impacts of discrimination. While the study found that both groups of women are hyper-sexualized as minority members, the way that their respective communities react to such harassment is very different. Regarding the wage gap, both Black and Latina women have been heavily stereotyped, which has impeded their ability to move up into positions of higher pay. Both groups also lack the access to education and opportunity that would allow them to attain higher paying jobs. Even though both have similar experiences, the reasons behind their lack of opportunity and education are different.

“Discrimination is defined as denying others equality of treatment based on their group membership (Allport, 1954).” Women and minorities are both subject to such discrimination, and, according to Berdahl and Moore (2006), minority women not only face the “double whammy” of being both women and minority members at an additive rate, their discrimination is felt at a multiplicative rate. This means that the discrimination they face cannot be separated into “women problems” and “ethnic problems,” rather, the two combine to create an even worse level of discrimination (Berdahl and Moore, 2006). The intersectionality of discrimination has been studied in many different ways, but different experiences of intersectional sexism and racism are usually not studied concurrently.

Due to the size of their study, published as *Workplace harassment: Double jeopardy for minority women*, Berdahl and Moore were not

able to examine the differences between the types of discrimination felt by each group of minority women and were forced to combine all minority women into one category in order to have sufficient data. Much research has been done both before and after Berdahl and Moore’s work that indicates minority women’s differences in experiences can be studied and compared. This study will examine two types of discrimination in relation to Black and Latina women: sexual harassment and salary.

Black women experience sexual harassment in the workplace that is different from the experiences of other women because they are affected as both women and members of the Black community. Clinical psychologists Nicole T. Buchanan and Alayne J. Ormerod (2002) suggest that, “Sometimes [this involves] drawing on stereotypes of Black women, for example, the assumption that African-American women are

hyper-sexual.” This view that black women are inherently more sexual creates a culture which targets black women for sexual harassment. According to Tanya K. Hernandez, Fordham University School of Law, black women are overrepresented as complainants in sexual harassment cases. For example, in 1992, an EEOC study showed that 14.4% of sexual harassment charges were made by black women and only 11.5% of the work force was black women. On top of this disparity, it is shown that women of color are less likely to report sexual harassment in the workplace because they have higher rates of job dismissal and difficulty finding jobs (Hernandez, 2000).

In Dr. Carolyn West’s article, *Mammy, Jezebel, Sapphire, and their Homegirls* (2008), she explains the history of the perceived promiscuity of the black woman, referring back to Jamestown, Virginia, and the violent and terrible raping of the first slave women. Because the black woman was assaulted so many times throughout United States’ history, she was presented as an image of someone who could not be a victim because she loved sex (West, 2008). Modern day media and social culture also project this stereotype on black women; roles for “sexual background twerking” (see Miley Cyrus’ “We Can’t Stop”) are far more common for a black woman than the “girl next door” in music videos. A lack of examples for a black “girl next door” supports this point. These socially learned mentalities pervade society and create a workplace environment that categorizes black women as deserving of harassment rather than as victims.

Negative perceptions of black women within the black community often drive the harassment experience. In a study done on the perceptions of black men on black women, it was concluded that a large portion thought that, “black women were, in part at least, responsible for the relative low status of black men. Those respondents who had a pessimistic view of black male-black female relationships...preferred traditional gender roles for men and women.” Not only does hyper-sexualization of black women contribute

to their high levels of harassment, but the community in which they live tends to blame them for the low status of black men. There could be a correlation between these two things in that black women are viewed as sexual beings rather than human beings, and black men think that this in part hurts their image.

Black women also face a terrible obstacle in terms of salary equality. While many may have heard of the recent celebrity outcry of women making \$1.00 to every \$1.22 a man makes, the reality is that that number is very inflated by the white woman’s pay. In comparison, black women only make \$1.00 for every \$1.36 that a white man makes (Information Please Database, 2013). Stereotypes of the black woman are a huge factor when considering this wage inequality. In regards to the difference between black and white women, the study *Racial Differences in Access to High-Paying Jobs and the Wage Gap between Black and White Women* reports, “They find that differences in workers’ measured characteristics explain little of either the observed occupational segregation by race or the racial wage gap in 1988. Further analysis suggests that several changes in the wage structure for women during the 1980s, notably a widening of occupational wage differentials and an increase in the returns to education, abetted direct discrimination in enlarging the racial wage gap among women (Anderson & Shapiro, 1996).” Basically, black women, even when they are able to have the same education, opportunity, and qualifications as white women, are not as likely to have higher paying jobs.

For Latina women, sexual harassment in the workplace often takes a different form than it does for black women. While they are also hyper-sexualized, Latina women generally need to deal with a different reaction in their communities. According to Dragow, et al. (2002),

Unlike institutions such as the family that have evolved from traditional [and] patriarchal models, sexual norms remain quite traditional and relatively male-dominated in Latin society. In this

context, Latinos may perceive a woman's experience of sexual harassment simply as sexual contact with a man who is not the husband—a serious violation of cultural norms. Therefore endorsement of more traditional or conservative attitudes toward sexuality may exacerbate the severity of unwanted, gender-related workplace behavior for Latina employees.

Latina women are not only more likely to be sexually harassed as both minority members and women, they are also more likely to be shamed and excommunicated from their culture for it due to an out-dated way of thinking.

Latina women also suffer from the worst paying salaries in the United States. While they make \$1.00, a white man makes \$1.46 (Information Please Database, 2013). This disparity is a huge reflection of the box that Latina women have been put into as low wage workers or incapable of handling a job at all. Latina women are often portrayed in the media as “hot-blooded lovers and/ or gang members” says Ediberto Roman (2000). For example, in the movie *Mi Vida Loca*, set around a group of Latina gang members, these girls fight for the affection of a male gang member, thus reinforcing stereotypes. Moreover, the film ends with the announcement that one of the “homegirls” is getting a job, something that is clearly shocking to the rest of the girls (Roman, 2000). This “shock factor” that a Latina woman could even get a job in the first place only helps to highlight the stereotypes that Latinas face when they enter the job market. Other movies portray Latinas as, “negative and stereotypic

images of Latinos immigrants. For instance, different TV shows and Hollywood movies represent Latino females as maids, housekeepers and nannies (e.g., *The Kids Are All Right*, *Beverly Hills Chihuahua*, *The Perez Family*). Latina women are also portrayed as submissive and obedient women who can do anything for their families and jobs (e.g., *Spanglish*.” (Lopez, 2013). These stereotypes not only are harmful to the Latina woman's image of herself, but also affect her ability to get jobs at higher paying levels. Internalized racism dictates that many perceive Latina women as no more than secretary material at best, and cannot perceive Latina women in an occupation in a position of power.

Understanding these differences in the way that Latina and black women experience discrimination in the workplace is extremely important to determining how they can be changed. Both groups suffer from hypersexualization and have cultures that perceive their sexuality in ways that hurt their image and bar them from the justice they deserve in cases of sexual harassment. They also suffer from debilitating stereotypes that make moving into positions that pay better nearly impossible. While there may be laws that prohibit discrimination in the workplace, we are often not aware of internalized racism interacting intersectionally with sexism that could be affecting our decisions and the decisions of those in hiring positions. Therefore, it is crucial to be aware of these stereotypes so that we can make decisions based on merit while understanding that we may have some internalized prejudice that needs to be taken fully into account.

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# *Reflections*

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