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Argumentative- English 1010

Every 36 seconds, a person dies from heart disease (Center for Disease Control). Sixty-nine percent of heart disease deaths worldwide could be prevented with a healthier diet (ESC Press Office). The food industry is rapidly expanding yet education is not. Knowledge of nutrition improves aspects of everyday life. Education can lead to an improvement in performance, establish lifelong eating habits, promote body positivity, and decrease one's risk of heart disease and other chronic diseases. Nutrition is not a required class in Utah high schools (Utah Board of Education), but it needs to be. Obesity rates are rising rapidly in teens across the United States (World Health Organization 16) and 5 to 10 million adolescent girls struggle with an eating disorder (Weltzin 42). There is a need for nutrition education in schools. Teenagers deserve to know what is in their food and need to be informed about their body processes. Nutrition should be a required class in Utah high schools to increase nutritional knowledge and improve the nutritional habits of the rising generations. Better nutrition leads to an improvement in athletic performance, establishes lifelong eating habits, promotes body positivity, and decreases one's risk of developing a chronic disease.

In a study conducted by WalletHub in 2022, Utah was ranked 11th for educational attainment and 8th in quality of education in America (McCann). Utah has an admirable education system, but this needs to change. In the state of Utah, the required classes for physical education in high school are health, participation life skills, fitness for life, and individualized lifetime activities (Utah Board of Education). Nutrition needs to be a required class in high schools. High school can be a confusing time for teenagers because they are faced with many developmental challenges. Professor of health science in Texas, Marilyn Massey-Stokes, explains, "[t]hey must deal with the physical and physiological changes of puberty; moving toward increased psychological and physical autonomy; developing relationships with peers; internalizing achievement values; and achieving an integrated sense of self for regulation of self-esteem, mood, and impulses" (335). Crucial steps in physical, mental, and social growth occur during high school years. Nutrition plays a vital role in human growth. According to the Dietary Guidelines for Americans, the current nutritional intake patterns of adolescents are suboptimal, and it contributes to obesity and the risk of chronic diseases such as type 2 diabetes or cardiovascular disease (84). Teenagers are not getting the nutrients that their bodies desperately crave. This deficiency is resulting in an increase in adolescent obesity (World Health Organization 16), and teenagers are being sent to college with no nutritional knowledge on how to cook for themselves. If Utah schools began to require nutrition in high school, students would learn how to apply proper nutrition to their diets and enhance their overall health.

Requiring nutrition in Utah high schools can help students better understand the food they are eating and can lead to an improvement in their nutritional habits. Better nutrition is directly correlated with an improvement in athletic performance. Fueling the body with proper nutrition helps students perform better in the classroom, the weight room, and in athletic competitions (Mannie et al. 9). Athletics have the potential to be a large portion of a student's high school experience. Their performance in high school and team sports is often dependent on nutritional factors (Mujika and Burke 26). Whether a student is a competing high school athlete, a weekend sports player, or a persistent exerciser, the foundation for improved performance is a healthy, nutritious diet. Many students don't have a nutritionally adequate diet because they lack carbohydrates. Advertising has falsely imprisoned

carbohydrates as a nutrient that halts weight loss and muscle building. Young athletes believe that the restriction of carbohydrates is the answer. However, an increase in carbohydrates is the solution. David Ludwig et al. emphasize, "[t]he large brain of modern humans is energetically expensive, requiring a large share of dietary energy" (1). That dietary energy comes from what these teenage athletes are trying to avoid. Carbohydrates are the *most* important fuel for the brain and are a vital energy source for athletic performance. They are necessary for body processes like cellular metabolism and contain biochemical compounds that fuel muscle performance and store energy. Many adolescents and adults around the globe are lacking this essential knowledge. Through a nutrition class, teenagers can learn how to fuel their bodies effectively and not only improve performance in high school competition but in physical activities throughout their lives.

By incorporating a nutrition class into high school, students can begin to establish lifelong eating habits. These eating habits that can be gained through a nutrition class can help the students develop a positive relationship with food and with their bodies. Without that positive relationship, eating disorders can emerge. The onset of eating disorders typically arises between the ages of 12 and 18 (Weltzin 42). Nutrition teaches healthy eating habits, the warning signs of eating disorders, how to know if someone is struggling with an eating disorder, and how to get help. Studies show that over one-third of adolescent girls report participating in disordered eating habits including detrimental methods of weight control such as chronic dieting, excessive exercise, self-induced vomiting, and abuse of laxatives (Phelps et al. 909). Eating disorders are serious conditions that are life-threatening and are among some of the deadliest mental illnesses. High school glorifies the image of thinness and the fear of becoming fat which leads to eating disorders in the United States (Massey-Stokes 335). Making nutrition required in schools can help students recognize and avoid this deadly illness.

A nutrition class in high school would improve performance and teach students relationships between their body and food. Additionally, it would promote body positivity. Adolescent girls and boys are suffocating in a world full of comparison. The media creates unreasonable expectations about how teenagers should look. This leads to negative views of one's body image which "can put one at higher risk of certain mental health conditions including eating disorders and depression" (Office on Women's Health). Nutrition teaches important lessons about body image that aren't addressed enough such as healthy ways to lose or gain weight and how to build muscle naturally. A nutrition class in high school can help students develop a positive body image and they can begin to understand what makes everyone's body special and unique.

Along with eating disorders and a negative body image, there are many chronic diseases that could be prevented with proper nutrition. A nutrition class in high school can help students learn about, avoid, and protect others from these deadly diseases. People who sustain good nutrition live longer and are at a lower risk for serious health problems including heart disease, type 2 diabetes, and obesity (Center for Disease Control). This information will save lives. 1 in 4 people will suffer from the number one killer in the world: heart disease (Center for Disease Control). 1 in 3 women and 1 in 5 men over 50 will suffer from osteoporotic fractures in their lifetime (Tümay 46) which is directly related to nutrition and the intake of vitamin D and calcium. At least 18% of all cancers that are diagnosed in the United States could be prevented with proper nutrition (American Cancer Society). Learning about these diseases young can help prevent them in the future, no matter how far in the future. Ninety-six million people over the age of 18 have prediabetes and are at serious risk of developing type 2 diabetes, one of the most common chronic diseases in persons under 20 (Divers et al. 161). This knowledge regarding the prevention of these life-threatening and life-changing chronic illnesses can be gained through a nutrition class. Adolescents can learn this needed information at a young age and carry it with them throughout their lives, helping themselves and those around them.

Health class is a required class in Utah high schools (Utah Board of Education). It could be argued that nutrition shouldn't be a required class in high school because health is. However, health class in Utah high schools informs students about protective factors of a healthy self, suicide prevention, substance abuse, mental health, and a small emphasis on nutrition. According to the Utah Board of Education Health Education Standards, the nutrition core for health class teaches about negative attitudes, food groups, and food models from other countries. This is not nutrition. Nutrition is a science that incorporates knowledge from chemistry, biology, anatomy, physiology, genetics, agriculture, and psychology. Schools should be teaching their students *important* nutritional information including how to read a food label, why dieting is unhealthy, the effects of malnutrition, warning signs of chronic diseases and eating disorders, the importance of carbohydrates, physical activity guidelines, and how to establish and keep a long-term nutritional plan. Professor Albena Gayef et al. emphasize that to raise healthy, productive, and successful generations, more importance should be given to nutrition in adolescent life (60). Nutrition is so important because it follows us to the end of our lives. Information about nutrition will always be useful and relevant.

Nutrition needs to be taught at a young age to decrease the potentially life-threatening consequences of malnutrition. Nutrition should be a required class in Utah high schools to teach students why this lifelong science is so important. An increase in nutritional knowledge can improve athletic performance, establish lifelong eating patterns, reduce the risk of disordered eating, promote body positivity in youth, and decrease the risk of suffering from chronic diseases including heart disease, diabetes, osteoporosis, and some cancers. The world is filled with many different beliefs and cultures. Nutrition is common to all cultures and beliefs, and it applies to everyone. Utah, along with schools over the entire nation, should be requiring nutrition in schools because nutritional knowledge saves lives.

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Over the past two years, our world has been completely ravaged by a global pandemic that has taken the lives of more than six million people, with nearly one million of those lives being Americans. In early 2021, there seemed to be a light at the end of the tunnel with the development of multiple vaccines that were extremely effective, and many people were excited to finally get "back to normal" and see the end of the pandemic. This hope was then destroyed when vaccination rates didn't reach the level they needed to in order to bring about herd immunity, meaning the specific level of protection needed in a population to eradicate a disease hasn't yet been reached. These dwindling vaccination rates are not necessarily the result of staunch "anti-vaxxers" who reject every vaccine offered to them, but more so a result of those that would be considered "vaccine-hesitant." Most of these vaccine-hesitant people are not anti-vaccine by any means, but their fears have been taken advantage of by spreaders of false information who prey on the lack of knowledge about infectious diseases present in the general public. The anti-vaccine movement has led many people to reject the COVID-19 vaccine by spreading this misinformation, which has had a detrimental effect on the course of the pandemic. Scientific communicators need to be doing more to make their information accessible and understandable to the public in order to minimize the spread of misinformation.

First, I'd like to start by defining a few key terms that I'll be using in this essay in an effort to avoid any misunderstandings. For the purposes of this essay, "vaccine hesitant" will mean people who "admit they could be persuaded to get the vaccine but would rather not" (Jarry). These are people who are likely fully vaccinated with all other recommended vaccines but have some doubts or concerns about the COVID-19 vaccine in particular. The next term I'd like to define is "the anti-vaccine movement." This will be defined as a group of people who don't believe in any vaccines and try to persuade other people of the dangers of vaccinations, often without the proper credentials to be speaking about infectious diseases. Throughout this essay, this group may be called things such as "anti-vaccine movement," "anti-vaxxers," or "the anti-vax movement." It is also important that I quantify how to judge the course of the pandemic, in order to properly justify the point that vaccine hesitancy has had a detrimental effect on the overall outcomes of the past two years. For this essay, the trajectory and course of this pandemic will be defined in terms of case numbers, hospitalizations, deaths, and vaccination rates, specifically in the United States. Having these terms clearly defined will be crucial in avoiding any possible confusion or misunderstandings throughout the rest of my argument.

Before getting into my main argument surrounding scientific communicators making their information more accessible in order to avoid the spread of misinformation, it is important to acknowledge that there are valid concerns that people might have regarding the COVID-19 vaccine and that some level of vaccine hesitancy is perfectly normal. However, while there is nothing wrong with having these questions, it also needs to be recognized that all of these questions and concerns have been resolved. In an article written by Sherita Hill Golden for John Hopkins Medicine, she outlines a variety of different concerns people have brought up about the COVID-19 vaccine. These are things such as vaccine side effects, allergies to vaccine ingredients, protection against disease from previous infection, pregnancy and fertility, and concerns of certain demographic groups that have historical justification for a mistrust of vaccines and medical professionals in general. While all of these are valid concerns, one must consider where they come from. Most of these concerns have arisen from exposure to misinformation, whether the hesitant know it or not. This article does an excellent job at addressing these concerns in a way that is educational and easy to understand, but not condescending. Going through each concern,

there are facts and credible sources backing up the research that these vaccines are safe and effective in nearly all situations. It is also important to realize that while there are risks that come with any vaccine, there are also risks that come with a COVID-19 diagnosis. While most people develop only mild or moderate symptoms, COVID-19 can cause serious problems like organ damage, blood clots, and mood and fatigue problems (Mayo Clinic Staff). These are serious problems that have actually been seen in the real world, they aren't based on theories about what "could" happen. According to Jonathan Jarry, a scientific communicator for the McGill Office for Science and Society, "What is standing between the vaccine hesitant and their potential protection from COVID-19 is often nothing more than the human brain: susceptible to anxiety, seduced by misinformation, vulnerable to doubt. The virus itself, brainless but not injurious, has no such qualms." This idea really drives home the point that while there are concerns and risks associated with getting a vaccine, COVID-19 comes with many risks as well. The virus does not care what fears you have or what misinformation you've been exposed to, its only goal is to infect and destroy its host by any means necessary. This is why the spread of misinformation and vaccine hesitancy is so dangerous, and why scientific communicators need to be doing more to help the public understand the weight of their decisions regarding vaccines.

There is no question that exposure to misinformation is directly correlated with vaccine hesitancy. While there are many different sources of misinformation such as social media, word of mouth, and clickbait news articles; they all have one thing in common: they sow doubt and fear into people's minds, which translates into vaccine hesitancy and eventually vaccine refusal. In a study done at the University of South Florida, it was found that nearly three out of four people had been exposed to at least some kind of misinformation about COVID-19 vaccines within the last 6 months. Of those that didn't report exposure to misinformation, more than 70% were fully vaccinated. On the other hand, of those that had been exposed to one theme of misinformation, only about 63% were vaccinated, and only 52% of those exposed to more than six themes of misinformation were vaccinated (Neely et al. 179). These statistics are not surprising in the slightest, especially when you consider how exposure to misinformation can affect the human psyche. The anti-vax movement has a lot of good fear tactics that they use to try to scare people into refusing vaccines, the biggest of which is probably repeated exposure to misinformed ideas. It seems like as soon as someone expresses concerns about the vaccine, all they are going to hear about is the misinformation that is out there about these vaccines. It is a classic case of confirmation bias — as soon as someone hears one misinformed idea that makes sense to them, they are going to keep looking for other ideas that agree with what they think they know. This is why misinformation is so dangerous in the first place. It always seems to have a snowball effect, getting worse and worse with each new misinformed idea, and eventually leading people to make incredibly misinformed decisions, like refusing a vaccine that could potentially save their lives.

One idea from the anti-vax crowd that I find particularly amusing is that since I'm vaccinated, it shouldn't matter to me whether they're vaccinated because my vaccine will protect me. While this is true to an extent, it completely ignores the fact that COVID-19 is a global problem, and the "every man for himself" attitude present in America will get us nowhere. People that make this argument need to realize one big thing— vaccine hesitancy is a lot more dangerous for everyone than most people understand. As we've seen with the numerous COVID-19 variants that have been discovered, unvaccinated hosts give the virus ample opportunity to mutate in such a way that the virus is able to evade protection provided by vaccines. According to the World Health Organization, vaccine hesitancy was one of the top ten greatest threats to global health in 2019, before the pandemic even began (qtd. in Dubé 176). That is a huge statement for them to make, one I'm sure they didn't make lightly. Vaccine hesitancy was labeled a top ten threat to global health a year before the pandemic, alongside things like air pollution and climate change, non-communicable diseases like diabetes and cancer, Ebola, HIV, and

weak primary health care ("Ten Health Issues Who Will Tackle This Year"). All of these things that most reasonable people view as major problems in our world, are right up there on the list of the greatest dangers with vaccine hesitancy. This illustrates exactly why exposure to misinformation is such a problem. Exposure to misinformation leads directly to vaccine hesitancy, which, as previously stated, is obviously a major problem in our global society. Something needs to be done to depress the amount of misinformation circling, and it needs to be a priority in order to really alter the course of this pandemic, and ultimately save lives.

It is obvious that decreasing people's exposure to misinformation will help limit the amount of vaccine hesitancy present in our society. This is something that will greatly affect how the pandemic plays out, as even small increases in vaccination numbers can have huge impacts on the numbers of cases, hospitalizations, and deaths due to COVID-19. According to a study published in the Journal of Infectious Diseases, with a 70% efficacious vaccine, 9.2 million cases of COVID-19 could be prevented simply by increasing vaccination coverage from 50% to 70%. On the other hand, only 7.1 million cases could be prevented by increasing vaccine efficacy from 70% to 90% (Bartsch 945). These numbers really show just how important widespread vaccine coverage is. Even though the vaccines that are available are highly effective, if there aren't enough people that have protection, the virus can easily mutate and gain the ability to evade some of the protection offered by the vaccines, as has been seen with the Omicron variant. This also helps explain why the World Health Organization classified vaccine hesitancy as a top ten threat to global health (qtd. in Dubé 176). If not enough people are getting protection from the vaccines, it does not matter how effective the vaccine is for those who have received it, they are still being put at risk by those who are unwilling to get their doses.

These small increases in vaccination numbers are possible, and actually achievable, if scientific communicators are willing to put in the work to make their information more accessible, and easier for the general public to understand. There is a big problem in the scientific community with being able to relay your information in a way that anyone can understand, and most scientists only know how to communicate with other people who know what they are talking about. In a study done for the Journal of Language and Social Psychology, a group of participants were given one of two passages. One passage had a large amount of scientific jargon, while the other didn't have any jargon at all. Half of those that read the high jargon passage were given definitions of the jargon terms, but the study found that that didn't matter. The obvious findings of the study were that those that read the passages without jargon felt more empowered and able to speak about the topic, while those that were given the high jargon passages felt more discouraged and unable to understand what they read (Shulman). In his article referencing that study, Jeff Grabmeier states, "researchers found that reading jargon led people to not believe the science. 'When you have a difficult time processing the jargon, you start to counter-argue.'" This is a realization that many scientific communicators need to make. The goal of communicating your findings shouldn't necessarily be to show off how smart you are; the main goal should be to present the information in a way that your audience can understand. If these communicators can find ways to present their information accurately, but without much scientific jargon, people will be more likely to accept their information, as it will be something they can understand. The general public deserves to be given information in a way that doesn't require an extensive background in immunology and infectious disease, and if people were given that, there certainly wouldn't be as much misinformation circulating around these vaccines.

Now that it has been established why it is important to make scientific information accessible to the general public to stop misinformation before it starts, it might be helpful to discuss ways to address misinformation and vaccine hesitancy that already exists. In an article written for the Annual Review of Public Health, the author mentions three important aspects of addressing vaccine hesitancy in the

general public. They mention that the first step should be understanding the technique used to display the misinformation, whether that be conspiracy theories, impossible expectations for the vaccines, or cherry-picking sources. Next is addressing the main concern, meaning things like mistrust of scientists, side effects, or any other concerns someone might have. The last step is to respond to the person in a way that validates their concern, but also addresses the way they've been misinformed, and corrects any misinformation that has been presented (Dubé et al. 184-85). This seems to be the best way to address the concerns of vaccine-hesitant people, as it really gets to the root of the problem. If you can identify where their information has been distorted, it is possible to fix the way people think about and understand certain aspects of the vaccine, and possibly even clear up some of their hesitations.

It is clear to see the effect misinformation has had on society and the course of the pandemic over the last two years. The anti-vaccine movement has played a key role in distributing misinformation, which has led directly to higher levels of vaccine hesitancy in America. This vaccine hesitancy has negatively altered the way the pandemic has played out, and a lot of the death and tragedy we've seen could have been prevented. While there are valid concerns people might have about getting vaccinated, most of them stem from exposure to misinformation, and none of them outweigh the risks that come with a COVID-19 diagnosis. In order to prevent the further spread of misinformation and therefore decrease vaccine hesitancy, scientific communicators should be doing more to make their information more accessible and easier to understand. Decreasing vaccine hesitancy by increasing public education regarding vaccines will boost vaccination rates, which in turn will help our society get back to normal faster, but more importantly will save lives.

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Expressive- English 1010

I don't remember a time when I couldn't read. I can see it in my mind, a little girl with long brown pigtails, sitting in my father's lap in the banana chair, this strange pleather-covered parenthesis of a seat where we did our nightly reading. It began when my younger sister was born. She was a difficult baby—I was two—and my mother was overwhelmed. Out of necessity, Dad and I became our own little book club. After dinner, he took his seat, and my Pavlovian response was to grab a book and find my usual spot. My head rested against his shoulder, the sandpapery rasp of his five o'clock shadow against my temple, the scent of his Benson and Hedges cigarettes and Elsha aftershave tinging the air around us.

I'm sure he must have read to me, but I have no recollection of it. By the time I was ready to start kindergarten, our nightly ritual had already evolved into me reading to him. My favorite books were *Madeline* by Ludwig Bemelmans and *The Little House* by Virginia Lee Burton, which we owned and supplemented with new material from the library. Some nights he would have me try to read ads from his yellow Trade-a-Plane newspaper or even short articles or headlines from the *Daily Texan*. I would trace my finger under the outline of the words, sounding them out letter by letter, and he would assist and encourage me as I read. We never missed a night, and sometimes I was even permitted to stay up past my bedtime. Instead of a proffered bowl of ice cream or a cookie, books became my ritual reward and a familiar place of comfort

In third grade, now in Louisiana, my parents divorced. Evening book club disappeared because I lived with Mom, but as part of our weekly visitation, Dad and I expanded my reading list at the library. I kept the ritual myself, at night, wrapped in my blanket on the floor of my closet, where I could close the door and read by the flickering light of the solitary overhead bulb after my sister fell asleep, left to discover new worlds on my own. This was the year I found the first literary character I identified with, Mary Lennox, from *The Secret Garden*. Orphaned and exiled from all she knew in India and transported to England—I could relate! Compared to Texas, Louisiana was practically a foreign country. The accents were somnolent and strange; everyone spoke in slow motion, each word drawled out with extra syllables. My new teacher, Mrs. Hill, an elderly lady who had reached both the end of her teaching career and her tolerance for children simultaneously, read to our class from *The Secret Garden* every day after lunch recess. I was fascinated with the Yorkshire accents from the book transmuted through Mrs. Hill's bayou country dialect. I imagined I was Mary, setting out on my own to solve my family's mysteries. Without Dad to guide me, I chose more of my own reading list. I also began keeping a diary that year, writing down my thoughts but also little stories, disjointed paragraphs that didn't connect to each other, with phrases and words I liked. When I told Dad what I was doing, he bought me Big Chief Tablets and black and white composition books from Woolworth's to practice my craft.

Sixth grade brought another move, this time to Utah, with my mother and a new step-family. Dad was now on the other side of the country. Now living out of his immediate proximity, no weekly visits, no physical reminders for him of his parental responsibilities, interaction with him became a rarity. He stopped paying child support, and we rarely conversed unless I initiated it. I was in a foreign land, literally and figuratively, left to navigate on my own. Because the school system in Louisiana was so poor (at the time, it annually battled for last place in the nation with the equally challenged Mississippi), I was behind in math, but my nightly reading had kept me on track with language arts. I was placed in an

honors class with Ms. Blake, who wore colorful blouses and smudged glasses and encouraged creativity. She announced, a few weeks into the new year, that for a year-long project, we would each write a book! It had to have a plot and characters, a climax, and an ending. Elated, I called to tell Dad about this exciting new development. From fifteen hundred miles away, he was delighted and eagerly awaited regular updates on my progress. He never wanted anything more than for me to write, and in this, unlike most of the rest of my new life, he was involved and engaged. I would painstakingly re-copy each section of my handwritten pages, my right hand crimping itself into a bird-like claw from all that writing, and mail them to Louisiana. He would write back with encouragement and questions. My father, this product of a broken home and absentee father himself, who could not even be counted on to remember my birthday, was invested in the progress of my little sixth-grade masterpiece. When I presented him with the finished product during my requisite visit the following summer, he couldn't have been prouder: "You should be a writer." It was not a plea. It was a pronouncement. A benediction.

Years later, I'm not a professional writer; life had other plans for me. My difficult sister proved to be a difficult adolescent, and the turbulent situation at home propelled me out of my mother's house to marry young and create my own family. I started college but had to abandon it to support my new household when my husband lost his job during my first pregnancy. I always planned to go back, but it has taken me thirty-two years, six children, a divorce, and a pandemic to fulfill that promise to myself. My father maintained his laissez-faire approach to fatherhood, calling rarely and visiting only once a year. I wrote for myself, for my own enjoyment, both to vent and for the contemplative time it gave me, scribbling late into the night after putting the children to bed. I kept my reading habits but began initiating my children into the club, one at a time. I led the weekly excursions to the library. I read and listened to hours of stories, the tiny heads resting against my shoulder. *Madeline*, *Little House in the Big Woods*, *Ramona Quimby*, *Harry Potter*—we read them all. Now, I have the enormous pleasure of watching my older two daughters carry on the tradition with my two grandsons. I have carefully nurtured the legacy of that cherished ritual, passing it along to my children, following the map my father left me.

For Professor Charla Strosser

A story of family, marriage, love, loss, heartache, and independence are all tied together from the stories of four women: a writer, an artist, a wife, and a musician. Greta Gerwig's 2019 *Little Women* film is one of the many film adaptations of the book *Little Women* by Louisa May Alcott. Taking place during the Civil War, this story is about the March sisters finding their roles in society while growing up and becoming women. There are so many lessons that are taught throughout this film from each character as they grow and develop. Greta Gerwig's *Little Women* presents a beautiful story of family, including love and loss, with many great components such as the plot and story shown, the actors in the film, and the cinematography skills, all while being able to appeal to a large audience. This film should be on everyone's must-watch list to truly understand why it is so great.

The plot of *Little Women* is timeless. Although the story, which was written by Louisa May Alcott, was based in the 1860s during the Civil War, the plot and story have such valuable lessons to be learned today. There were many lessons that were taught such as the importance of family and sisterhood along with putting others' needs before your own. The March sisters showed a great deal of these values, which were ultimately taught by their parents, though more specifically by their mother, Marmee. There are individual traits in each of girls that they embody differently. Something that this film also addresses are the different issues in society during the 1860s, which are still prevalent in 2022.

An issue that was addressed in this film is women finding their role and place in society and where they fall into social class. The March sisters display different wants for the trajectories of their lives. This could be what careers they want to pursue, whether they want to marry or not, or if they would marry for social status or love. Throughout the film, the viewers are able to really see a deeper side of each character and understand why certain decisions the characters make are important to them. Even though this story was written over a century ago, women still are trying to find their place in society. This could be whether they should be a successful business woman or a wife and mother. All in all, this film displays great lessons. An example of this would be found in Amy, played by Florence Pugh. Amy, being the youngest March sister, struggles to find a wealthy husband. Her family has given up hope on her three older sisters finding a well-to-do man in society, and so now it is up to her to marry someone rich. In the film, Amy struggles deciding whether to love a man who wants her to be his wife, even though she does not properly love him, or to let another man who used to love her older sister be her husband. Even though both men are wealthy, she decides not to accept their proposals of marriage unless she is ready to. She cannot say yes to one man because she does not truly love him, and she cannot say yes to the other man because she does not want to be a second choice to her sister.

One of the best parts of *Little Women* has to be the actresses and actors in the film. With leading actresses and actors such as Saoirse Ronan, Florence Pugh, Emma Watson, Timothée Chalamet, and Meryl Streep, this cast was highly favorable. Each of these actors has done other great movies such as *Lady Bird* or *Brooklyn* for Saoirse Ronan, the *Harry Potter* series for Emma Watson, and *The Devil Wears Prada* and countless others for Meryl Streep. These actors have the ability to show that they can be a lead character in a movie. For example, Saoirse Ronan was the main character in *Lady Bird*, and Emma Watson was the lead actress in the live-action remake of *Beauty and the Beast*. However, in *Little Women*, both Saoirse Ronan and Emma Watson were able to show that they could work well together to portray their own character without having to be the "main" character.

Each actor was well suited to play their character so well. There was great chemistry between each of the actors. Each of the March sisters have different personality traits that can be seen from their flashbacks as children as well as when they get older. For example, Meg, the oldest sister, is seen to be more of the comforting and supportive sister, whereas Jo is very independent. Throughout their childhood, and even when they become young adults, their interactions with one another might change; however, the chemistry between the actors makes the story even more believable. An example would be the main male character in the film, Laurie, played by Timothée Chalamet, who is a brother figure to the March sisters. Although Laurie starts off as the love interest to Jo, throughout the film, it's evident to see Laurie's relationship, friendship, and chemistry with each of the March sisters develop and grow from when they were children to adults. The way he cares for Amy, Beth, and Meg while also trying to get the girl, Jo, is evident.

Another great reason to watch *Little Women* is because of the cinematography skills. Through the cinematography skills, the audience is truly able to see and feel how the actors are feeling and understand why a character does a particular thing. Something that the film portrays well is the way the film does flashbacks to when the girls are children. Although Florence Pugh portrays Amy, who is the youngest March sister, during her adult years, Florence also plays Amy during flashback seasons from when she was an elementary child. When she is a child, Amy is seen with her hair in braids, and as she gets older, the way she dresses also becomes less childlike, as she starts wearing more dresses and rings to distinguish her as an adult versus a child.

In addition, the great costume design was able to show each of the March sisters individually through the colors they wore. Each sister has a color that they distinctly wear during the film: Meg wears light purple with hints of green, Jo wears red and brown, Beth wears pink, and Amy wears light blue. When understanding Jo's character, it is fair to say that she is very bold and knows what she wants due to the colors she wears. She has this fiery passion inside her, and she knows that she doesn't want to conform to society, whereas Amy, the youngest sister, wears light blue. She is the baby of the family, so wearing a lighter, paler color makes sense.

Lastly, this film has a great audience appeal to all ranges of people. Although the movie may appeal more towards women, there is a lesson taught from each character that everyone can learn from. A lesson that is taught comes from the example of the second youngest March sister, Beth, to the rest of her sisters. When there was a sick family, who were neighbors to the March family, Beth would go and help out the mother with her young children. She ended up catching a disease and got very sick; however, her kindness did not go unnoticed. Beth was the sister who tried to keep contention and fighting out of the house. Even throughout all of the fights her sisters went through, she stayed happy and content and found joy in little things, like playing the piano. Another lesson that can be learned is from Meg marrying for love instead of social status and money. Meg was smart and beautiful and knew that women would need to marry wealthy in order to have money. However, when she met John, a schoolteacher who didn't come from much, she was willing to give up everything just to marry him. Little lessons like these are found throughout the movie. Everyone could learn something and appreciate a lesson that was taught.

Greta Gerwig's *Little Women* is definitely a movie to see at least once to understand and learn from each character. Even though *Little Women* has a winter feel to it, it still is a great movie to watch anytime of the year. With many great components such as the large array of actors and actresses found in this movie, along with beautiful cinematography and heartfelt stories and lessons taught throughout the movie, it is easily a must-watch film. Even if you are not a huge drama or chick-flick type of person,

this movie tugs on your heart strings and is sure to leave you feeling something. In the end, Greta Gerwig's *Little Women* gets my recommendation and should be watched at least once by everyone.

Work Cited

Little Women. Directed by Greta Gerwig, performances by Saoirse Ronan, Florence Pugh, Timothée Chalamet, Columbia Pictures, 2019.

Argumentative- English 2010

1ˢᵗ Place Winner: Brooklyn Claire Monson "Unfolding Dominance of Inside/Outside"
For Dr. Ryan Shoemaker

In the middle of the night, Derek wakes up to his younger brother muttering that there's something going on outside of his home. In response to some Black gang members breaking into his late father's car, Derek grabs his gun, goes outside, and fires multiple shots at these men. Noticing that one man is still alive, Derek proceeds to line the man's mouth up with the curb, killing this man in front of his younger brother. How does Derek, who goes from committing these unspeakable acts of violence, transform into a reformed man after eye-opening experiences that alter his viewpoint? In Tony Kaye's American History X, Derek Vinyard, the central character, dominates using Neo-Nazi influence and violence inside and outside of the home. However, after serving 3 years in prison for killing those men, Derek experiences a change of heart and tries to prevent his younger brother, Danny, from making those same mistakes. Explored through Derek, the reality of Neo-Nazi culture and the transfer of racism through various influences in the American suburbs is shown. Jerome Tognoli's "The Flight from Domestic Space: Men's Roles in the Household," provides a critical lens to consider Derek's power struggles in domestic and non-domestic spaces. Tognoli asserts that "[t]here is a separation of roles for many adult males and females in relation to the home, resulting in an outside/inside dichotomy" (599). Further, Tognoli's lens describes that, through involvement outside of the home to "[assert] masculinity," a man can only feel "comfortable socializing" in the "exterior landscape," or non-domestic, instead of concentrating on "the home [as] a place where relationships can be cultivated" (599). Throughout American History X, there are many representations of this inside/outside dichotomy, as Derek yearns to find the power and respect he longs for. Finding the balance between the different domestic and non-domestic areas of his life and going through several brutal experiences, Derek eventually comes to the conclusion to be centered on the domestic and his family. Through Derek, Director Tony Kaye suggests that those in the suburbs should focus on the domestic spaces, especially the family, seeing as one may lose their family one day, as seen at the end of the film with Derek weeping over his dead brother's body — something he could have prevented if he had spent more time focused on the domestic instead of the non-domestic.

Through Derek's clashing relationship with the domestic, Tognoli presents the analysis of masculinity both inside and outside of the home, displayed through the model of Derek's father, Dennis, in American History X. Specifically when Dennis is still alive and influencing Derek as the masculine patriarch of the home. There are signs of Dennis' influence on Derek, especially pertaining to his viewpoints on the domestic, in a flashback scene to when Dennis is eating breakfast with the family. Foremost, Dennis is sitting at the head of the table during this breakfast scene, with Derek on his right-hand side, focusing on him throughout this scene through deep eye contact and focused camera angles on just those two characters (Kaye, 1:39:36). This signifies that Dennis is the head of the household and sets up the ideals of the home. Seeing as Derek sits on his father's right hand side, he is seen as the right-hand man. Dennis endeavors to make Derek understand his viewpoint and belief system, especially through focused eye contact with only Derek. He prepares Derek as the next in line to receive this power and dominance in the ideologies of the household. This influences how Derek sees his future role in the domestic home where he "[asserts] masculinity," expecting to have power one day like his father (599). Furthermore, domestic dominance is shown through the body language of Dennis and Derek, where Dennis is sitting up straight and shaking his finger down at Derek, who is slouching over and focusing more on his breakfast than his father, during their conversation (Kaye, 1:40:16). Dennis is shown to have

more power than Derek in this scene, especially where he is shaking his finger down at him, displaying his dominance. This body language displays how Derek initially sees the domestic as a place of little to no authority for himself in comparison to his father, but the actions of his father influences Derek to view the domestic as a place for future dominance. Ultimately, when Dennis is explaining that Derek should "look at the whole picture," Dennis describes how in his job, he now has two Black coworkers who are "watching my back, responsible for my life, who aren't as good as two other guys" (Kaye, 1:40:59). This statement is powerful, seeing as Dennis later dies while on the job, and Derek, then, associates his father's death with these Black men who were responsible for his life and failed since they were not as good as other applicants for this job. After this conversation, Derek's viewpoint of these Black men who failed to save his father only motivates his white supremacist beliefs. The loss of his father, an influential part of the domestic, to a non-domestic circumstance indicates how Derek will come to view the domestic in the future.

Further on, Derek contends to be the masculine voice of the household when his father passes away, but struggles with the domestic when he does not receive that dominating respect that his father once held. In that manner, Derek correlates Tognoli's viewpoint of men not viewing the domestic as a place for prospering relationships with the lack of support from his family members in his viewpoint. For instance, this situation is shown in a scene where Derek's mother, Doris, invites Murray, a local, Jewish high school teacher, over for dinner. During dinner, an argument ensues amongst the family, Murray, and Derek's outspoken girlfriend, Stacey, escalating into a heated fight. Derek and Stacey's unconventional opinions are met with the dominant domestic perspective unlike their own, especially through the differing body language, including Doris rolling her eyes, her putting a hand on Murray's arm, Murray folding his arms in front of his chest, and several family members looking down instead of at Derek (Kaye, 0:41:14). These unspoken actions display evidence of the family's mutual disagreement with Derek's opinion, revealing the divide between Derek and his family and the growing disconnect with his relationships in the domestic. Additionally, the presence of Stacey, Derek's girlfriend, provides further support as to this separation between Derek and the domestic. Stacey, looking visually different with her attire, hair, nose-ring, and more does not fit in with the domestic norm shown in this scene, especially in comparison with Doris, who is wearing a formal dress with her hair down and styled (Kaye, 0:40:41). This is, yet, another symbol of the disconnect between Derek and the domestic, seeing as Stacey has the same viewpoints and quickness as Derek, as well as the same attire, connecting Derek and Stacey together.

In contrast, Doris's disconnect with Derek and his viewpoint is also symbolized through the different styles of dress. Similarly, Derek's detachment from his family is shown when Stacey speaks up, and Davina, Derek's sister, refuses to listen and asks to leave the table. In turn, Derek retaliates by declaring, "[n]o, you cannot. Don't interrupt". Meanwhile, Stacey says "I was talking. I listened to you… Who do you think you are?" causing Devina to stand up, turning this argument into a physical fight (Kaye, 0:45:39). This moment shows another clash between Derek and the domestic, however, this time with his sister: a prominent member of his domestic family life. As such, this situation further proves Tognoli's perspective as Derek's example of a man who fails to connect with the domestic. In turn, he seeks out other places to find authority and convey his influence, relating to Tognoli's stance on giving priority to non-domestic places and relationships, straying away from the domestic.

As Tognoli's lens explains, having an influence in the non-domestic landscape and finding comfort in this outside power and social life directly pertains to men struggling with their domestic life, thus directly correlating to Derek and his struggles. Throughout the majority of the film, Derek relies on non-domestic people and places to give himself the power and respect he longs for, including the local basketball courts. In a tense situation with a rival, Black basketball gang, Derek joins the unsuccessful white team in

the basketball game saying, "I'll take care of this," proposing the definitive idea of the victor getting control over the courts, eventually winning, with a heroic, prolonged shot of making the winning basket (Kaye, 0:21:40). Surely, this heroic viewpoint of this game and Derek succeeding to be influential in a non-domestic setting proves he finds purpose and belonging in the non-domestic.

Likewise, Derek finds acceptance and power in the non-domestic, especially when creating his gang, Disciples of Christ (D.O.C.) with fellow white supremacist, Cameron Alexander. Cameron becomes Derek's mentor after his father's death, influencing him, as well as Danny later on. Sweeney, Derek's old high school teacher, explains Cameron's and Derek's relationship: "There were no white gangs in Venice Beach before Cameron Alexander and Derek Vinyard hooked up… essentially, he used Derek" (Kaye, 0:13:46). In Cameron, Derek was able to find a mentor, as well as an outlet away from his domestic lifestyle. Consequently, this proves Tognoli's idea of a man acquiring a social life only from the non-domestic, seeing as Cameron was the first non-family member to successfully influence Derek and give him a sense of belonging. Similarly, Derek built his powerful authoritative position through his influence in the D.O.C., becoming "the skinhead" and influencing "a slew of insecure, frustrated, and impressionable kids" (Kaye, 0:13:10). Through the D.O.C., Derek found a way to assert his repressed masculinity through the gang that does not hinder or restrain his beliefs, as the domestic does. Derek also discovers a way to influence others' lives, and feel like his voice is heard and accepted. Therefore, Derek's influence in non-domestic spaces is associated with Tognoli's lens of men finding consolation in the exterior landscape and non-domestic social life.

In the end, Derek finally comes to realize the importance of the family and changes his focus to the domestic. However, he came to that realization too late. Through Derek's untimely experience in American History X, he learns to focus on his own brother, a domestic part of his life, but fails to do so before disaster strikes. Derek runs into the school bathroom, where Danny was shot. Weeping over his brother's body, he screams "No! No! Oh no! Oh Jesus, God, what did I do?" (Kaye, 1:52:46). At this point, Derek sees the consequences of not focusing on the domestic. This ultimate conclusion of prioritizing the domestic expresses a larger significance: society must focus on the inside dichotomy of the domestic, and not the outside dichotomy of the non-domestic, before losing the domestic as Derek did. All things considered, Tognoli's critical lens of men's shortcomings to view domestic relationships as a priority and endeavoring to find power elsewhere greatly pertains to this film, and warns society to not make these same mistakes.

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2nd Place Winner: Catherine Bateman "The Media and Police are Failing Missing Minorities"
For Professor Natalie Johansen

Gladys Cooke sits holding her 23-year-old sister, Donna, in an urn on her lap. Donna, like many others, is a victim of the under-prioritization of minorities in the media and the simultaneous carelessness of the police. Donna's body was discovered in 2005, in a Florida lake, during the search for a young white girl named Jessica Lundsford (Stillman). The media entirely prioritized Jessica's case by dismissing the discovery of Donna's body. Donna was reduced from a beloved sister and friend to "not Jessica." This was the only way by which she was referred to in the media; Donna was given neither a name nor a story. Donna's sister Gladys became her only advocate due to the lack of effort from the media and police. Through her own investigation, she learned about the carelessness police had shown towards Donna before and after she was reported missing. Donna's case is not an isolated example of this phenomenon. In mainstream media, we tend to see representations of almost exclusively white and female victims. Despite African Americans making up only 13% of the population, nearly 40% of missing persons are persons of color (Black and Missing Statistics). The disproportionate representation of white victims in the media does not reflect the high proportions of missing minorities. The success of missing persons cases is often connected to media coverage, leading to the neglect of minority cases. To solve this, media companies and their users should work to elevate the public's attention to more diverse victims by allowing minorities a platform and changing the way minorities are framed, thereby decreasing strain on law enforcement and increasing positive outcomes in missing persons cases.

Police investigations are affected by media coverage. Here, many would object that this is not true and that media coverage is insignificant to investigations and police do not prioritize certain missing persons cases. The Hernando County Sheriff's Office corroborates this, saying that, "the HCSO does not prioritize missing person cases, as every missing person case is a high priority" ("Why Are Some Missing Persons Cases Being Followed More Than Others''). However, I assert that police prioritize certain missing person cases. Admitting outright bias would tarnish police reputation, however, police concede that decisions must be made on where to allocate their limited resources ("Why Are Some Missing Persons Cases Being Followed More Than Others"). Cases with more available information are typically where police choose to allocate their resources; maximizing payoff from effort and resources is important to police. The cases with the greatest information tend to be those that are high profile with intense media coverage. Since digital media is able to reach such a wide audience, coverage of missing persons cases may prompt the public to come forward with useful information which may cause police to prioritize that case.

Dr. Erin Kimmerle, a forensic anthropologist, understands the issue surrounding police resource allocation and adverts the relationship between a victim's family and police. She says that it is often up to families to keep missing persons cases a priority of law enforcement and that resources are directed "wherever the pressure is" ("Why Are Some Missing Persons Cases Being Followed More Than Others"). This principle is manifested in the cases of Morgan Harrington and Cassandra Morton, two Virginia women who went missing around the same time and showed disparities in coverage. The media gave Harrington's case far greater attention, which in part could be attributed to the high involvement of her family with law enforcement (Artwick). However, the pressure on law enforcement doesn't exclusively stem from the families of victims but also comes from the media. Cases with higher media coverage create pressure on law enforcement; there is a common agreement of this phenomenon. Professor Cheryl L. Neely, and journalist Mara Schiavocampo, both emphasize this point. Neely elaborates that increased response and effort from law enforcement due to media coverage impacts the arrests,

prosecutions, and convictions of violent crimes (Neely XIII). Additionally, Schiavocampo highlights that media attention places pressure on law enforcement and the power it has — it directs resources to searches, creates reward money, and demands ("How 'Missing White Woman Syndrome' Has Real Life Implications").

Ultimately, the media chooses who to cover and dictates what makes a victim newsworthy. Social implications such as racism and sexism create bias which largely dictates who the media wants to cover. I insist that the media caters to the public and their prejudices to meet their goal of attracting and keeping an audience. Additionally, media outlets and those that run them harbor prejudice. The catering to these prejudices dictates the characteristics that make an ideal victim in a missing persons case. In "Newsworthiness of Missing Persons Cases," authors Jeanis and Powers acknowledge that the media often highlights ideal victims, and they examine rarity theory as one perspective of victim and case newsworthiness. Rarity theory states that ideal victims, those with unusual stories or cases involving multiple victims, are more newsworthy. Jeanis and Power's rarity theory is extremely useful because it sheds light on the components of a newsworthy missing persons case, and most importantly, the concept of an ideal victim.

A sober analysis of the characteristics of an ideal victim reveals a significant correlation to the hegemony of our society, where race and sex play an important role. Several authors all conclude that prioritized victims are predominantly white women. This phenomenon is known as "Missing White Woman's Syndrome" or "Missing White Girl Syndrome" to reflect the "belief that white women tend to disproportionately receive the most amount of news coverage" (Sommers 278). This occurrence is backed by multiple studies including Solymosi's study interested in Twitter and Sommer's study interested in internet news coverage compared to FBI collated data on missing persons. Both sets of data showed that white women received the most media coverage. Sommer's study was particularly unique in that it also accounted for the depth of media coverage, which found true that white women received more in-depth coverage. Overall, there is a general consensus between recent studies and previous literature that missing white women are most likely to be covered by the media. The amount of missing white women who have become household names is a testament to this phenomenon, as emphasized by Schiavocampo ("How 'Missing White Woman Syndrome' Has Real Life Implications"). We attribute this to white women being the ideal victim. Sommers showed that women, in general, were more likely to be covered by the media and in greater depth, and Solymosi showed that women received greater interaction on social media. It should be noted that the distribution between the sex of missing persons is near equal with 50% (268,884) of missing persons being women and 50% (274,057) being men (Black and Missing Statistics). This is clearly not reflected in coverage. I assert that the value of women as victims stems from sexist hegemonic ideologies within our society.

Within women as a subgroup of victims, there is a hierarchy where wealthy white women are placed at the top (Sommers). When looking at interaction on Tweets concerning missing persons, females had the highest average retweets and non-white females showed the lowest average retweets (Solymosi et al.). Twitter retweets are just one form of media coverage that creates pressure on the police but also corroborates the idea of a hierarchy differently valuing women with intersecting identities. I assert that the continuing valuation of wealthy white women in the media perpetuates this hierarchy, thus they continue to stay at the top. Those at the top of the hierarchy are viewed as more innocent, valuable, and worth saving.

This hierarchy is not just limited to missing persons in the news but is much more widespread. The high value of European features is evident in our pop culture and makes an obvious translation into the way we assign value to and prioritize victims. Gabby Petito is just one example of this valuation, where her

features as a young and attractive white woman contributed to her prioritization in the media. Although I concede that there are other factors that influenced the popularity of this case, such as Petito's previous social media presence, I maintain that her European features were a significant contribution to the popularity of her case. The media was able to capitalize on and commodify Petito's features to reach an audience that follows the aforementioned hierarchy. I assert that missing persons media coverage capitalizes on the commodification of women's bodies, thus attractive women with European features are more likely to be highly broadcasted. Stillman agrees with this assertion when she says that the "media narratives [naturalize] the deaths of certain 'kinds' of women (poor, non white, precariously employed), while commodifying others."

In addition to crime media commodifying women's bodies for views, sexist views of women also permeate crime media in the form of the "damsel in distress." Stillman introduced the term "damsel in distress" to describe the "sensationalized coverage of young white women and girls in peril." She stresses that missing women aren't prioritized in the media because of high status, but because society readily accepts women and girls as victims because of sexist hegemonic ideologies. This stance still agrees with Sommer's ideas of a hierarchy among women as a subgroup of victims; he is not claiming that women have a high status in society. Jeanis and Powers display a similar view which is described in the chivalry hypothesis. The chivalry hypothesis states that women are portrayed in a more positive and sympathetic manner than men for the same offenses to match the notion and stereotype of weak and vulnerable women. Sommers connects this idea to societal gender norms and again proposes the idea of a hierarchy. He claims that the overrepresentation of women as victims reinforce societal gender norms. I compare these societal gender norms to the role of the damsel in distress. As pointed out by Sommers, women are underrepresented as perpetrators in crime media. I assert that this also contributes to societal gender norms.

Women are common characters in cautionary tales because of their portrayed weakness and vulnerability. Jeanis and Powers discuss the cautionary tale framing hypothesis, which states that women are ideal characters in cautionary tales because of stereotypes of weakness and vulnerability. In cautionary tales, "the victim's story acts as a lesson to readers to protect themselves and their loved ones" (Jeanis and Powers). This is a common way that missing persons cases are portrayed. Those stories typically focus on vulnerable populations, such as women. Cautionary tales are commonly spread by the media because they are geared towards being shareable by preaching a lesson. However, cautionary tales frequently blame the victim. Stories that victim blame "shift the focus of the story predominantly onto the victim as opposed to an identified culprit or societal issue" (Jeanis and Powers). The victim is framed as deviant when they are blamed for their tragedy. Neely emphasizes that society associates many deviant stereotypes with black women. This is corroborated by Sommers who says that minorities are more likely to be viewed as deviant due to racist ideologies. The increased likelihood of minorities being viewed as deviant means that minorities are more likely to be the receivers of victim blaming. While I concede that because minorities may be frequently depicted in cautionary tales their stories might be more likely to be shared, I still maintain that because of the deviant framing of minority victims they are less likely to be covered in depth. Cautionary tales tend to be broadcast after concluding, not during, the case. Attention is not helpful when it is not directed towards the case at the most vital times. Additionally, when minorities are the subject of victim blaming the public does not put pressure on law enforcement to better handle missing persons cases. Furthermore, the victim blaming of minorities perpetuates the hierarchy where minorities are less valued, less innocent, and less worthy of being saved.

This perpetuated hierarchy calls attention to the way that minorities are portrayed in the media. Framing of victims can have a major influence on the interaction by the public, as shown by Solymosi. By

poorly framing minority victims as deviant, social hierarchies persist. Social media has picked up where history has left off and continues to perpetuate colonialist ideologies of racial superiority. This is highlighted by Moeke-Pickering who discusses social media's role in the misrepresentation of Indigenous women. Social media has been used to facilitate "negative racial and gender ideologies" about Indigenous women and other minorities. Representations in the media shape negative associations and stereotypes and perpetuate a cycle of violence. Neely also demonstrates that negative associations and stereotypes perpetuate a cycle of violence, especially in people with intersecting identities such as black women. She asserts that intersecting identities create a unique set of associations that place minorities with intersecting identities at a particular disadvantage for media coverage.

Sommers agrees that minorities are portrayed differently in the media when he writes, "researchers have also demonstrated that black suspects are more likely than their white counterparts to be presented in what the authors deem "threatening" manners: in mug shots or while being physically restrained in some way by the police." According to research by Solymosi, factors like this can have significant implications on the way that information is received by the public. Her research shows that tweets with custody photos had the lowest amount of interaction among tweets about missing persons including photos. Although I concede that any photo, even one with negative implications, was shown to be more productive in initiating public interaction than no photo at all (Solymosi et al.). It dehumanizes the victim when such photos are used to depict missing persons.

Dehumanization of victims is also caused by only releasing surface-level coverage on victims. In-depth media coverage is likely to include things such as details about the victim's life and pictures, which were previously shown to increase public interaction. These things humanize victims and are more likely to create investment in the reader where the reader relates to and sympathizes with the victim. Ráchael A. Powers, a professor of criminology at the University of South Florida, commented on the issue saying that the depth of coverage in minorities is less and that "research fairly consistently finds that minorities are less likely to be covered in the media as victims" (Simon). Sommers certainly took issue with the argument that victimization rates are the cause of this disparity and that minorities are less likely to be victims and therefore less likely to be covered. He disputes that "whites' disproportionate overrepresentation and non-whites' disproportionate underrepresentation in news coverage cannot be explained by differences in real-world victimization rates." This is corroborated by FBI and US census data that shows that African Americans comprise 40% of missing persons (Black and Missing Statistics; Sommers).

I would like to emphasize that low depth coverage leading to low public investment means that there is less effort from law enforcement in minority cases. Donna Cooke is an excellent example of what low coverage means for a victim. Donna's body was found during the search efforts for a young white girl named Jessica Lundsford. Jessica's case was extremely high profile, with celebrity donors offering reward money and multiple volunteer search efforts (Stillman). When Donna's body was found, headlines read "Police confirm body is not Jessica's" and Donna's identity was not explored further (Stillman). The tragic loss of Donna, her life, her identity, and her loved ones were blatantly erased. This is not to say that Jessica Lundsford did not deserve the media attention and effort she was given, but rather that Donna was just as deserving. Society's lens has become jaded with discrimination that caused the nonrecognition of Donna by the media and police. I invite you to think critically about your role as a consumer of media. I also invite media outlets to reflect on their role in perpetuating discrimination and the ideologies behind them. The increasing influence of media on our society means that without change in our media outlets, the discriminatory policies of our hegemony will not change; we will continue to fail missing minorities and their loved ones as we failed Donna and her sister Gladys.

If harnessed correctly, media can be a powerful agent of social change. The authors of "Understanding the Ways Missing and Murdered Indigenous Women are Framed and Handled by Social Media Users" have created outreach efforts to raise awareness among Indigenous communities on how to use social media as a tool for activism. Activists have been able to use social media as a tool for public engagement and education for missing and murdered Indigenous women (MMIW) and violence against Indigenous people. Because of the continued misrepresentation and underrepresentation of MMIW, there has been little pressure on the government or law enforcement for change. Properly representing Indigenous people and bringing awareness to MMIW through social media efforts is important to "maintaining political pressure to ensure change happens" ("Understanding the Ways Missing and Murdered Indigenous Women are Framed and Handled by Social Media Users"). This principle may be extended to all minorities; we should allow minorities the platforms to represent themselves to aid in preventing dehumanization and misrepresentation which leads to the perpetuation of bias. Additionally, humanizing victims brings greater public engagement towards cases and therefore places pressure on police. Placing pressure on police is important to affect change in the ways that missing persons cases involving minorities are handled.

Increasing public engagement with Tweets about missing minorities will also incite change in the ways that missing persons cases are handled. Solymosi reports many of the features of Tweets that increase public engagement. These should be applied to Tweets to incite public engagement. Figures demonstrated that factors such as wording, tone, sentiment, photo choice, punctuation, use of hashtags, templates, and characteristics of the account all play a factor in the amount of engagement a Tweet receives (Solymosi et al.). Different strategies worked better for different demographics, for example, rational tweets for white persons received better engagement than emotional tweets. For non-white persons, emotional tweets received better engagement than rational tweets (Solymosi et al.). Twitter users making public appeals should adhere to the factors that promote engagement with appeals about missing minorities. They should use hashtags to reach a greater audience, include pictures to humanize the victim, and Tweet with hopeful sentiments to promote engagement. Higher public engagement will help hasten and organize public search efforts and solicit information from the public, all of which will alleviate stress on police. Law enforcement will be able to better distribute resources if less are used in collecting information. Additionally, law enforcement will be more likely to equally prioritize cases involving minorities if information is readily available through crowdsourcing on social media.

Many, of course, may want to question whether social media is truly effective in raising awareness for minority victims. Indeed, social media was proven to be helpful when used by Washington D.C. Police Department to campaign for raising awareness for finding missing children. It was so effective that their campaign began to raise alarm in the community. It seemed like there had been a "sudden wave of missing kids", and concern grew among the people over the seemingly rising amount of missing children and children of color (Simon). However, Mayor Muriel Bowser and Police Chief Peter Newsham clarified that the number of missing children was not actually going up, and had in fact lowered since previous years. Rather, it seemed that the reporting efforts of the police department increased the amount of exposure that missing children of color were receiving (Simon). This story serves to stress that the exposure caused by the efforts of the police department was so great that it caused that community to feel as if there were an increasing amount of missing children of color. Raising awareness to a more diverse group of people is possible through media as proven by the Washington D.C. Police Department.

Clearly, changing the way that minorities are framed in the media is possible. By addressing our bias and its manifestations, we can elect to change them and create tangible change in the way that missing persons cases are handled by the police. The media has an important role in placing pressures on police

to properly handle cases; properly handled cases are more likely to have positive outcomes. Accepting the shortcomings in coverage of missing minorities and working to change them is incredibly important so that we may give equally deserved attention to minority victims. Increased attention will thereby encourage law enforcement to reciprocate that change because victims like Donna deserve to be recognized. Donna, and many others, are much more than just "not Jessica".

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Expressive- English 2010

There was only one rule: do NOT — under any circumstance — open with "Webster's dictionary defines [blank] as..." I couldn't have been more than 12 years old when I wrote my first talk for a church service, one I would deliver in front of the 75 old white people who made up our congregation. Before you could handle the mic on your own, you would timidly repeat the phrases whispered in your ear by parents or church leaders. They would feed you a prayer or a testimony, and then you'd shout it word for word. Soon it was hard to distinguish between our own thoughts and the thoughts we had been trained to repeat. We were raised on whispers: what to say, what to think, how to behave. I honestly don't know if my writing today is simply just repeated whispers, but I do know that I will spend my life trying to escape them.

One of the first whispers I remember was, "Good readers sit still." My sisters were naturals. Maggie, my older sister, was writing entries in her diary and telling stories as soon as she could talk. My parents used to videotape her telling Bible stories before sending her off to bed. My younger sister, Lucy, could disappear for days with a book and only resurface for food and water. At 10 years old, Lucy finished the Harry Potter series in less than a week and restarted it as soon as she had read the last sentence. I was sandwiched between a natural reader and a natural writer. "Good readers sit still." I wasn't bad at reading — I was checking off home reading books, on track with the top of my grade, but as soon as I sat down to read, my brain started searching for something else to do. Try as I might, I could not sit still. So from a very early age, I decided that I hated reading. I didn't — I just couldn't do it for very long — but in the mind of a child, it was impossible to make that distinction. This mindset stuck with me through high school and beyond until I found audiobooks. Suddenly, I could be a good reader while walking to the grocery store, or while washing the dishes. Thompson: 1, Reading myth: 0.

Another whisper came while I was in middle school. My mother had decided that a good use of her summer days was to teach the neighbor kids how to write college-level essays, and because she clearly wanted me to suffer, I was also enlisted into a writing camp. My mother graduated with a master's degree in English and rhetoric and spent a short time teaching college undergrads introductory English, so she was well versed in an academic essay. But that was all we did — no short stories, no comic book strips, just essays. 12-year-old me didn't want to write 3 step arguments, but I didn't have much of a choice. During the years I endured writing camp, I started to hear it: "Writing is a tool, not a hobby." In the years that followed, I mastered this tool. High marks on every essay I wrote for school. Accepted to every college that I applied to. I was an academic machine — and I hated every minute of it. I had never enjoyed the writing process because I only could see it as a chore. One of the first times I remember writing something and enjoying it was when I started journaling about an acting class I took here at SUU. Writing it was cathartic, invigorating, and on my first entry I ended up writing 3 whole pages for an assignment that only required a few sentences. The more I wrote, the more I wanted to write. Thoughts swirled around my head and begged to be brought to the page. I came back another day to write my next one, but to my dismay, it immediately felt like work. It was supposed to be work. This whisper persists in my life even as I actively unravel it, and I don't expect it to give up easily.

The third whisper entered my head rather recently, but it has haunted me with such fervor that it affects me even now. As I've entered my field of research — theatre, if you must know — I've had the

opportunity to read and analyze writings from the great William Shakespeare to the high school freshman playwrights. As I experience each new work, my academic training and my ADHD tend to either exalt the piece or brutally tear it apart. With each bad play I read, the whisper had grown stronger and stronger, until it was beating inside my brain: "Bad writing is worse than no writing at all." For a poor kid trying to rebuild a relationship with writing, this was a fatal blow. Not only has this whisper made me overly critical of courageous, vulnerable artists, it has paralyzed me from writing anything of my own. Nothing scares me more than poor writing, which is why I don't write. I'm no better than the young boy who said he hated to read just because he couldn't sit still. Time and time again, I have painted myself into corners based on these whispers, and they have gotten harder and harder to escape.

I'm sure there are millions of whispers that have influenced the person I am today, in regards to my literacy and the way I navigate life in general. I have committed myself to actively challenging these whispers, but unlearning something is much more difficult than learning something new. It requires the patience, vulnerability, and self-awareness that I've always seemed to lack. I have decided to try to break them down, but a part of me would rather avoid the problem than deal with it. Or maybe that's another whisper.

2nd Place Winner: Anya (Nico) Johnson "The Importance of Rouladen"
For Professor Charla Strosser

Rouladen has always been an important meal in my family. The dish is comprised of beef pounded into thin layers before being covered with a layer of mustard. Pickles and onions are then wrapped up into the slice of beef and then the whole thing is wrapped in bacon. The dish is then cooked for several hours and the leftover juices are used to create a pickle gravy that is served over the meat and egg noodles. I never liked this dish much growing up. I wasn't a fan of pickles and the meal had far too much meat for my taste. However, we ate this meal at least once if not twice a year. As a child, I never understood the importance of this meal besides the fact that it was one of my father's favorites, but now I am able to see what this meal represents. It is more than just beef and bacon and pickles. It is a representation of my family and where we came from. It is a meal that allows us to stay connected to our culture. It is a meal that is important because of what it represents.

Both sides of my family have large amounts of German heritage, although this lineage is stronger on my dad's side. My oma (which is grandmother in German) was born and raised in Germany before immigrating to the United States in her early twenties. She then married my grandfather, who served in the United States military, which took both of them and their children to Germany for several years. During this time, my dad and his siblings attended German schools and learned to speak German fluently. My oma has only been back to Germany once since moving away and my dad has only been back twice. For them, sharing traditional German foods was a way of keeping their pasts alive and teaching their children and grandchildren about their culture. My oma, who was vegan, never hesitated to make us spaetzle, rotkohl, schnitzel, muesli, and plum cake. Cooking these foods for us was her way of showing us love and teaching us simultaneously. Every family reunion had at least one German meal and often times more. Not everyone in the family would have the opportunity to visit Germany and see where our family had come from, but by sharing these meals together we were able to become connected to our culture nevertheless.

I didn't understand the importance of these meals, especially rouladen, until I was older. We had it every year on my dad's birthday and Father's Day. When I turned twelve, I began to help prepare this meal twice a year for my father to enjoy and it came full circle. The meal my father gave to us to teach us about where his family was from was now a meal that I could prepare for him, showing not only my love for him by preparing this labor-intensive meal but also that I understood what he was trying to teach. Although I would never call this meal one of my favorites, it has become important to me. It connects me to my father, to my oma, to my family that still lives in Germany, and to my culture. It is a meal that I will one day prepare for my own children in an attempt to show them where my family is from. This meal is more than the sum of its parts, which is what makes it special. Although the ingredients themselves may be basic, when combined they become a meal representing my family and our love for one another.

Argumentative- General Education 1000

1st Place Winner: Kamele Lung "Treating Depression in Children and Teens"
For Dr. Samantha C. Russell

One of the most common mental disorders is depression. Whenever one might think of someone having depression, they might think of an adult, however, this paper will discuss depression in teens and the best way to treat it. The first topic that will be discussed will be if there are other illnesses that teens face, such as ADHD, the next topic discussed is if there is a way to prevent depression and monitor the signs of depression, then why is depression a leading cause in children and teens, and finally, what is the best treatment for depression in children and teens. Although learning about depression in young adults and teens is very important, the research that was studied is on finding what is the best way of treating depression, in the end, the conclusion is on whether there is a solution to treating depression in the best way possible.

ADHD in Comparison to Depression

First, how is depression similar to other mental disorders, such as ADHD, and how do the treatments for ADHD work? According to Bai et al. (2021), Attention-Deficit/Hyperactivity Disorder, also known as ADHD, is actually the highest found disorder in children. This is crucial to note because if ADHD is the leading case in children's disorders, and depression is one of the most common mental disorders, there should be a way to treat both of these in safe and effective ways. In the research conducted by Bai, et al. (2021), they noted that only 32% of patients 8-15-year-olds were consistently treated and that those that were not treated in their childhood for ADHD left poor effects in the long-term. If not caught and found to have ADHD, or not treated properly when first diagnosed, or not treating ADHD constantly, there can be negative effects that may take place because of one or multiple of these things. If ADHD doesn't get treated properly and there become bad long-term effects, could this be similar to depression? Another thing to wonder is whether or not there is a way to prevent depression or screen and monitor the beginning of depression in children to stop the growth of depression from leading into their teen years or adulthood.

Prevention of Depression

Now to find out if there is a way to prevent depression and monitor the signs of depression in children, according to Spence, Sheffield, and Donovan (2003) is where this section of the paper's information will come from. What will be discussed is selective prevention which is the development of depression. Development of depression, according to Spence, Sheffield, and Donovan (2003) follows after a traumatic event. For children or adolescents, an example of an event could be the divorce of one's parents, or a death in one's family, especially if it's a parent or if this child just comes from depressed parents. From these listed previously, these aren't quite something that one might call "preventable", however following events like these an intervention may take place that will likely help the long-term effect a child might face with depression and hopefully be able to prevent this child from being depressed. According to Spence, Sheffield, and Donovan (2003), these interventions also are there to help decrease the likelihood of one using substances and prevent substance abuse. However, to say that the prevention of depression cannot happen is wrong. In a classroom-based intervention Spence, Sheffield, and Donovan (2003) noted this. In a single class period which would roughly be about 45 minutes per week, teachers were told to teach a curriculum (that was provided for them) that was based on real-life problems. Once a week for eight weeks participants would participate in this study,

and this intervention would help with the prevention of depression. Just a simple lesson being taught once a week could prevent something so life-changing such as depression.

Depression Found in Adolescents

The next thing to look at is why depression is a leading cause in children and teens. According to Cardin, Rivelis, Bernstein, Seijo, and Valicenti-McDermott (2021) and from using their research, it is shown that children and teens ages 12-16 that have some sort of developmental disabilities tend to test positive for as high as severe depression to moderate depression. In a study done by Cardin, Rivelis, Bernstein, Seijo, and Valicenti-McDermott (2021), they took 52 adolescents, 35 of which were boys and 17 of whom were girls that came from a bilingual household. Each of these adolescents had some sort of disorder such as ADHD, Autism, or other learning disabilities. Because each of these adolescents already had a developmental disability of some sort, they were less likely to be screened for depression. However, it was found that after many of these children/teens were screened, about 58% had high PHQ-9 results and 10% were found to have moderate to severe depression. It was also noted from the research of Cardin, Rivelis, Bernstein, Seijo, and Valicenti-McDermott (2021) that women were more prone to finding out that they have depression when being screened. Children and teens with a disability are more likely to be overlooked when screening for depression, however, if not treated properly, this won't make much of a difference. So what is the best way to treat depression?

Best Treatment for Depression

Lastly, what is the best treatment for depression in children and teens? If the goal of preventing depression the way Spence, Sheffield, and Donovan (2003) found in their research doesn't work, and still looking for a way to treat depression is unclear, this study might help. According to Sutherland, Sutherland, and Hoehns (2003), it really depends on how severe the depression is to know which form of treating depression might work best. First, however, they suggest trying therapeutic ways of treatment. Some ways could be pharmacotherapy which means using medication such as antidepressants, or combining medicine with a psychiatric consultation. When using this treatment Sutherland, Sutherland, and Hoehns (2003) reported that 73% of patients were able to see their chronic depression go down by 50%. Other ways of treating depression would be using herbal and nutritional products along with exercising. However, in order for this to work, one should set goals and guidelines to see progress.

When treating chronic major depression, there is a five-stage process of treating depression that Sutherland, Sutherland, and Hoehns (2003) suggest taking. In the first stage, they suggest prescribing monotherapy and then if that works then they may continue therapy however if that doesn't work then one will work down the list onto stage two. Stage two is switching to a different monotherapy, if that doesn't work one will move on to stage three which is combining treatments. If stage three doesn't work, then stage four would be considering electroconvulsive therapy. If that is not something that one wants to consider, they could consider adding different types of drugs in stage five. Even after stage five, the best thing to do is consult with a psychiatrist. However, a certain treatment that might be recommended would be based on the severity of the depression that needs to be treated.

Conclusion

In the end, treating depression, especially in children and teens, is a complicated topic that does not have just one way of conducting treatments. Through the research shown, hopefully, there was an explanation of ways to treat depression through learning about the prevention of depression. Along with that, hopefully, this helped raise awareness for children who struggle with depression that go

unnoticed because they have other disabilities. In the end, depression can be seen in so many ways and to put a cap on one way to treat depression is something that cannot happen.

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