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# Best Student Paper

Submissions by our students are entered into a Best Student Paper Competition; the submissions are reviewed and ranked by the journal’s Editorial Board. The winning submission is marked by a ⭐ in the Table of Contents. The award program and review rubric are described at:

https://www.uscupstate.edu/research/sponsored-awards-and-research-support/student-research-journal/
MESSAGE FROM THE EDITOR

USC Upstate is excited to announce publication of the twelfth volume of the *USC Upstate Student Research Journal*. Our journal provides a glimpse into a few of the many high-quality research activities conducted by talented students and faculty at USC Upstate. The Journal is a compilation of outstanding papers from numerous disciplines submitted by undergraduate and graduate students who have been involved in faculty mentored research, scholarly, or creative activities. Students involved in faculty mentored extracurricular projects enter the workforce with an enhanced skill set, including better problem solving, critical thinking, and teamwork skills. Since many students who are educated at USC Upstate become employed in the region, support of academic research has a direct and positive impact on the Upstate of South Carolina.

I would like to thank the contributing authors for providing a rich variety of outstanding articles on a broad range of exciting topics. In addition, I would like to express my extreme gratitude to the journal’s Editorial Board (see pages iii and iv to learn more about them). In a world where time is so very limited, their commitment to reviewing article submissions and providing constructive feedback to authors provides invaluable assistance in successfully producing journal volumes and in mentoring students in their writing endeavors. A special thanks to Bridget Kirkland, Assistant Professor of Graphic Design, for designing the outstanding cover of this volume of the Journal. Thanks also to Les Duggins for taking many of the pictures of campus and our contributing authors. Finally, we would like to thank Dr. Clif Flynn, Provost and Senior Vice Chancellor for Academic Affairs, and Dr. Pam Steinke, Vice Provost and Associate Vice Chancellor for Academic Affairs, for their dedication to enhancing faculty and student research efforts at USC Upstate.

If you have any questions or comments about the journal, or would like to receive a printed copy of the most recent volume of the journal, please contact Dr. Melissa Pilgrim, (864) 503-5781, mpilgrim@uscupstate.edu. The journal is also available online at the website: https://www.uscupstate.edu/research/sponsored-awards-and-research-support/student-research-journal/

Enjoy!

Melissa Ann Pilgrim
Editor & Director of Research
Office of Sponsored Awards and Research Support
University of South Carolina Upstate
800 University Way
Spartanburg, SC 29303
THE EDITORIAL BOARD

DR. MELISSA PILGRIM
EDITOR-IN-CHIEF

Dr. Pilgrim is a Professor of Biology and the Director of Research. Her primary research focus involves an integrative approach to investigating how ecosystems respond to environmental change. She uses herpetological systems as her animal models and currently has undergraduate students working with her in a research group called Upstate Herpetology. She recently served as co-PI on a National Science Foundation grant that funded a Radioecology Research Experiences for Undergraduates program at the Savannah River Ecology Lab; she maintains active collaborations with faculty and graduate students at the lab. She has published works in several journals, including Environmental Pollution; Isotopes in Environmental and Health Studies; OIKOS; Copeia; and Southeastern Naturalist.

DR. JUNE CARTER
ASSOCIATE EDITOR

Dr. Carter is Professor of Spanish and Director of the Center for Excellence in Teaching and Learning (CETL). Her research interests include Latin American narrative; Afro-Hispanic literature; US Latino/a literature, as well as the application of the science of learning to college teaching. She is the co-editor of José Agustín: Onda and Beyond, and has published works in several journals, including: Hispania; Afro-Hispanic Review; College Language Association Journal; Anuario de Letras; Latin American Literary Review; Caribbean Quarterly; Prismatic Cabral.

DR. MICHAEL DINGER
ASSOCIATE EDITOR

Dr. Dinger is an Associate Professor of Management. His research interests include information security and IT workforce management. He has published his work in a number of top journals, including MIS Quarterly; Information Systems Research; Journal of Management Information Systems; and Journal of the Association for Information Systems.

DR. LYNETTE GIBSON
ASSOCIATE EDITOR

Dr. Gibson is a Professor of Nursing and the Director of Research in Nursing at the Mary Black School of Nursing. Her primary research is focused on increasing health equity in ethnic minorities. She is testing the effect of a community-based intervention on screening mammograms by African-American women. She has worked with several undergraduate nursing students in conducting and presenting this research. She was a 2014 Summer Nursing Research Institute Fellow at the Institute for Health Equity at the School of Nursing, University of Pennsylvania. She has published articles in Applied Nursing Research, ABNF Forum, Journal of the National Black Nurses’ Association, and Clinical Nurse Specialist™.
THE EDITORIAL BOARD (CONTINUED)

DR. TINA HERZBERG
ASSOCIATE EDITOR

Tina Herzberg, Ph.D. is a Professor of Special Education. Her primary research interests are braille literacy, preparation of tactile materials for students who are visually impaired, and assessment of students with visual impairment. Her work has primarily been published in the international peer-reviewed Journal of Visual Impairment & Blindness. Prior to her arrival at USC Upstate, she served as a general education classroom teacher, an itinerant teacher of students with visual impairment, specialist for a regional service center, and adjunct instructor.

ELAINE MARSHALL
ASSOCIATE EDITOR

Elaine Marshall is the Director of Sponsored Awards at USC Upstate. She has been with the University since 1996 and works with all faculty and staff on the Upstate campus who pursue and receive grant funding. Elaine holds a national Certified Research Administrator Designation from the Research Administrators Certification Council. She also has a BA in English and History and a MA in English Literature from Clemson, where she also taught full-time before coming to USC Upstate.

DR. BEN MONTGOMERY
ASSOCIATE EDITOR

Dr. Montgomery is an Associate Professor of Biology. His research focuses on the evolutionary ecology of plant reproduction and plant pollinator interactions. He is currently focused on the partitioning of pollinators among different species of Silene, a genus of wildflowers with a wide array of floral traits and multiple pollination syndromes. Dr. Montgomery is also interested in delayed self-pollination as a mechanism that allows for cross pollinations while also providing reproductive assurance. His longer term research interests include competition for pollination between different species and mechanisms for the maintenance of cytoplasmic male sterility (CMS) as well as repercussions of CMS for the maintenance of genetic diversity. He has been working with the Spartanburg Trees Coalition to work toward the eradication of Kudzu in the natural area on the USC Upstate Campus and is the de facto curator of the Upstate Herbarium. He has published his work in several journals, including the Biological Invasions, Oecologia, Annals of Botany, American Midland Naturalist, Oikos, and Botany.
Grant Writing: Recent Big Winners!

Universities benefit substantially when faculty members are awarded external grant monies for research or service projects. Applying for grant opportunities is a very time consuming and tedious process that often times goes unrewarded since most opportunities are highly competitive with only a small percentage being funded. Grant monies are often used to support student research assistants and thus can have a very positive impact on a student’s academic experience. We would like to congratulate all USC Upstate faculty members who have recently been funded.

All Grant Winners (2019)

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<tr>
<th>Name</th>
<th>Grant Type</th>
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<td>An Online Optimization Approach for Vehicle-to-Grid Systems</td>
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**Total $1,052,435.00**
STUDENT SPOTLIGHTS

Each volume of USC Upstate’s Student Research Journal reserves a section to celebrate the efforts, activities and successes of our students. The spotlights are typically divided into two major categories: Alumni Spotlights and Nontraditional Student Spotlights. Students featured in the Alumni Spotlight section are nominated by faculty members excited about the transition of USC Upstate students into jobs and professional programs following graduation. Students featured in the Nontraditional Student Spotlight section are nominated by faculty members impressed by the advanced time management skills and multitasking abilities of students facing extra challenges during their tenure at USC Upstate (e.g., return to learn students, students working outside jobs and/or those having a family).

NON-TRADITIONAL SPOTLIGHT: ANTONIO CHAMPION

Antonio Champion is a senior attending the University of South Carolina Upstate, majoring in Physical Education. Antonio is married to Tynesha Champion and together they have four daughters. Antonio is a non-traditional student who served 11+ years in the Armed Forces. His past occupation in the United States Army was a Combat Medic (Health Care Specialist) 68W. Antonio and his family decided to move to South Carolina and specifically to Spartanburg. This decision has proved to be a great one as he loves his University and the passion held by the Physical Education Department. Antonio is a football coach at Carver Middle School in Spartanburg as well. He serves as the Quarterback Coach. He coaches with a passion fueled by player development and the need to create a sense of worth. He believes in mentorship and being an active role model.

NON-TRADITIONAL SPOTLIGHT: PRESTON MILLER

I started my undergraduate education at USC Upstate in the Fall of 2018 after transferring from another university. I left what I thought was my dream school after one year because I felt that I was just a number. I wanted to attend a university with a closer-knit community where I could connect with the faculty and feel that I was valued. Being originally from the Spartanburg area, I came back home so that I could be a part of the USC Upstate community and explore my passion for health and wellness by majoring in Exercise and Sports Science.

USC Upstate has played a big role in my professional development over the last couple of years. I have been given various opportunities here that have allowed me to grow as both a person and a student. I am beyond grateful for the faculty and staff in our Exercise Science Department for providing me...
with a great educational experience, which has opened many doors along the way. During my sophomore and junior years, I was able to conduct two research projects in collaboration with our Strength & Conditioning Department. Most recently, I worked with Dr. Lauren Vervaecke and former Head Strength & Conditioning Coach Jake Roy to conduct research on our women’s soccer team. The goal of my research was to determine a correlation between physiological and psychological measures during competition in collegiate soccer players. I received a grant to travel to Jacksonville, FL where I presented my work at the 2020 Southeastern American College of Sports Medicine Annual Meeting.

My involvement in research has allowed me to enhance my learning beyond the classroom. Throughout my time at USC Upstate, I have gained both the education and confidence I need to achieve my professional goals. Currently, I am going into my senior year and plan to graduate in May 2021. Upon graduation, I plan to apply for graduate school to pursue my ultimate goal of becoming a Doctor of Physical Therapy.

NON-TRADITIONAL SPOTLIGHT: JON WILLIAMSON

My name is Jon Williamson and I am a 50-year-old Senior at USC Upstate majoring in Spanish. I began my college career at 18, but got married to my lovely wife, Kelley, at 20 and quit school to join the Navy. Kelley and I have been together for 30 years and have 3 adult children: Joelle, Jaedon, and Kaytie. While our kids have been my primary focus, I completed 8 years in the navy, worked for Michelin for another 10, and worked as a pastor for 14 years. All along, I have sought to serve my community: volunteering as a coach, school trip chaperone, and even handing out Chick-Fil-A sandwiches during school lunches at the charter high school my children attended.

My last ‘real job’ before returning full-time to college was working with an orphanage in Guatemala called Rayo de Esperanza. I spent a year in the United States doing fundraising, administrative work, and studying Spanish. The intensive classes and motivation that I would be moving to Guatemala and using Spanish daily led me to break my own preconception that I just didn’t have a talent for learning languages. I moved to Guatemala in June of 2018 and lived in there for a year. While I was there, I helped with the construction of a second home, served as the Pastor of the church, started a youth ministry, and coached soccer. I also taught English to the teens and adults in the community. Through all of these activities, I was developing my language skills and continuing to study Spanish in person and online.

After returning to the United States, I decided to return to school to continue studying Spanish, earn my bachelor’s degree, and then go on to teach. While browsing the course catalog, I found ENSL 353: Principles of Teaching English to Speakers of Other Languages (TESOL) and decided to join the class largely because of my experience trying to teach English in Guatemala without any formal training. Through the service-learning portion of the class, I was able to start teaching EOSL classes at Horizon Church in Mauldin; I have really enjoyed teaching and developing relationships with the adult students who are trying to learn English and prepare for the naturalization test. Thanks to generous funding from the office of Sponsored Awards and Research Support, I was also able to attend the Carolina TESOL Conference and make a presentation on my service-learning experience and volunteerism.

I am on track to graduate in December of 2020. Following graduation, I will continue with post-graduate work to earn (i) my post-Baccalaureate certificate in teaching ESOL and (ii) advanced degrees in Spanish. My desire is to teach Spanish to non-Spanish speakers and English to non-English speakers, and to be a bridge between the two communities. In a time when there is so
much attention and concern about the “immigrant experience,” it seems that there are relatively few who are working to bridge the gap in the area of communication that is so desperately needed. I hope to be a part of the team that is working to help these two communities connect.

ALUMNI SPOTLIGHT: SHELBY GASPAR

Shelby Gaspar graduated from the University of South Carolina Upstate in 2018 with her Bachelor of Science in Experimental Psychology, and minors in Theatre and Child Advocacy Studies.

While attending Upstate, Shelby was a member of the Psychology Club, Child Advocacy Club, Women in Leadership Development, Student Government Association, and Gay Straight Alliance. During her final year, Shelby completed two internships – a psychology internship at New Day Clubhouse, a psycho-social rehabilitation center serving adults with a diagnosis of mental illness, and a child advocacy internship at the Children’s Advocacy Center, a nonprofit organization that offers services to children who have been abused and/or neglected.

Shelby’s research interests include implicit bias and trauma, such as adverse childhood experiences. During her undergraduate career, Shelby completed an independent study with Dr. Susan Ruppel and Dr. Scott Meek, which assessed psychological and physical abuse and its perceived threat on social media from both male and female perpetrators. Additionally, Shelby completed an independent study with Dr. Stefanie Keen and designed an experiment to assess students’ attitudes toward individuals who may suffer from emotional and/or physical symptoms of trauma. This study also looked to see whether students’ trauma history affected their implicit attitudes. Shelby has presented her research at local and regional conferences. Upon graduation, Shelby was awarded the Jerry D. Lehman Award for Outstanding Psychology Major. Shelby is also a member of Psi Chi and Gamma Beta Phi.

While at USC Upstate, being involved in so many student organizations enabled Shelby to build on her leadership skills and learn the art of organization and time management. In addition, being involved in organizations that have diverse minds and individuals helped Shelby solidify values and beliefs she had in relation to social justice issues and the importance of diversity in her life. Independent studies showed Shelby how she could take control and explore fields that interest her. Having such strong mentors, and feeling comfortable with staff in the psychology, child advocacy, and theatre departments made Shelby feel more confident as a scholar and understand it’s okay to ask for help, as well as take pride in accomplishments.

During her gap year, Shelby was offered a position at the Child Protection Training Center as a lead training assistant. This center offers training for leaders of the community to gain insight on signs of child abuse, as well as prevention and intervention; participants included district teachers, local law enforcement/first responders, medical staff, and DSS. As a training assistant, Shelby helped to coordinate trainings, as well as lead training exercises. For each training, Shelby worked with staff and interns to prepare new material and restage the Mock House to replicate real crime scenes for the participant’s area of interest.

Currently, Shelby is in her second year at the University of South Carolina’s Master of Social Work program in Columbia. Shelby felt drawn to this field not only because it would enable her to pursue her career as a therapist, but it is a broad area and you can work in so many fields as a social worker; many of the professionals she encountered while in internships and at the training center were social workers. In the future, Shelby would like to complete her Master’s in Drama Therapy degree from New York University, so that she may become a licensed therapist who specializes in drama therapy and works with survivors of trauma. Shelby felt drawn to drama...
therapy as theatre has always been an outlet for personal self-care and allowed creativity flow. Shelby believes that theatre can be a positive outlet for others, the way it has been for herself.

**ALUMNI SPOTLIGHT: NYKERIA GEER**

Nykeria Geer is an Exercise Specialist that hopes to soon be an Exercise Physiologist. She recently graduated from the University of South Carolina Upstate with a Bachelor of Science degree; Nykeria majored in Exercise and Sports Science, and minored in Health Communication. With her degree, Nykeria hopes to one day become part of a cardiac rehabilitation team. This job is her dream job because she loves to help people become fit and live healthy lifestyles.

Before graduation, Nykeria completed her field experience and internship at the Heart Wellness Center in Spartanburg SC. She found the team she worked with at the wellness center super nice and knowledgeable. Following graduation, Nykeria joined the team as an Associate Member of Services; the team taught her so much about the exercise science field from a cardiac rehab standpoint and with their support Nykeria became BLS certified. Currently, Nykeria is a Care Coordinator for Spartanburg Regional Hospital System.

While at USC Upstate Nykeria was part of Student Support Services, which was formerly known as Opportunity Network (TRiO). She was a member for all 4 years while attending USC Upstate, and she was an integral part of the group. Student Support Services was a wonderful part of her college experience, and they were her family away from home. They were and still are there for her when she needs them! In addition to her work with Student Support Services, Nykeria was a proud member of IMPACT (a community service organization) at USC Upstate. She was named the Vice President of IMPACT her senior year. Volunteering will always be one of her passions, and IMPACT made it possible for volunteering to be a part of her college experience. She was also a member of the Exercise Science Club. As part of the Exercise Science Club, she attended meetings and helped with group tasks.

She states, “I can truly say that the four years I was at Upstate were great years.” She came from a single-parent household and enduring college was never an easy task. At one point in time, she was going to leave school and pursue another career path, but she did not. She fought to the finish, and she made it. She learned amazing skills that she will be able to use her entire life, she made life-long friends, and she made connections that she will carry with her for the rest of her life. For those in the same position she was in, she encourages them to give it their all and do their best. She also encourages students that are going through a rough patch to get back up and try it again! She will forever be Spartan Strong!
ALUMNI SPOTLIGHT: SAMANTHA LANGLEY

I graduated from USC Upstate in the fall of 2018. While at USC Upstate, I majored in Experimental Psychology with a minor in Mathematics. I had originally planned on minoring in psychology, but became passionate about psychology. I realized that I both enjoyed and excelled in my psychology courses and this motivated me to change my major to Experimental Psychology. It was actually during Dr. Scott Meek’s course on research methods that I became highly interested in research and decided to pursue applying to Ph.D. programs in Experimental Psychology.

Both Dr. Susan Ruppel and Dr. Scott Meek served as two influential mentors to me. They provided me with invaluable experience in conducting original research on topics that interested me through three semesters of independent study. Additionally, they were helpful with preparing me for graduate school. We had countless conversations about successfully transitioning into studying psychology at the graduate level. Working with them and taking courses on experimental design and research methods provided me with a strong foundation in experimental design. I learned to analyze the experiments I set up at a deeper level and look for any potential flaws in design. Dr. Susan Ruppel and Dr. Scott Meek both put so much time and effort into helping me become more experienced with research and prepared for graduate school. This included listening to me practice presenting my research for the regional and national conferences that I attended during my time at USC Upstate. I always knew that if I could answer Dr. Scott Meek’s questions about my presentation, then I would very likely be prepared for any question I would get on presentation day. Working on two projects with them that examined computer-mediated communication and nonliteral language allowed me to gain the necessary research experience and skills needed for graduate school and also allowed me to decide what area of research I was interested in studying.

I am currently in the Experimental Psychology Ph.D. program at the University of South Carolina in Columbia, working in a research lab that focuses on language and cognition. The research that I am currently working on is very related to the research that I worked on while at USC Upstate. I am focusing on my love for nonliteral language, such as sarcasm, and some of the mental processes that occur while using these types of language.

The experience I gained at USC Upstate was invaluable. The Psychology department at USC Upstate, chaired by Dr. Stefanie Keen, provided me with a strong foundation in fundamental psychology concepts, statistics, and research methods. I feel indebted for the growth I experienced while being mentored by Dr. Susan Ruppel and Dr. Scott Meek. They challenged, supported, and encouraged me. I can honestly say that I would not be where I am today without their guidance and support. I hope to be able to give back and provide the same type of mentorship for future students, as my goal is to go into academia. I hope to teach undergraduate psychology, mentor students, and continue my research.
ALUMNI SPOTLIGHT: MCKAYLA MALAYTHONG

I was born and raised in Spartanburg, SC. Growing up, I considered myself a homebody. Naturally, I was always interested in staying home and binge-watching shows about crime, law enforcement, women empowerment, and equality. I chose to stay in Spartanburg to attend The University of South Carolina Upstate to pursue my undergraduate degree in Fall 2015. As a result of my interests, I decided to major in Criminal Justice with a minor in Women’s and Gender Studies.

I was fortunate enough to join a program that not only piqued my curiosity but helped me step out of my comfort zone. I learned that the various subjects taught in Criminal Justice and Women’s and Gender Studies challenged me to think. I found myself to be more engaged in the classroom and I wanted to learn more. Through the triumphs and tribulations during undergrad, I was also fortunate enough to meet the kindest professors in the department who cared to reach out to me, pushed to encourage me, and helped shape me into the person I am years later — a huge thank you to Dr. Courtney McDonald and Dr. Michele Covington who pushed me a little harder!

I graduated from USC Upstate with a B.S. in Criminal Justice, Magna Cum Laude, in Spring 2019. I am currently the Administrative Assistant in the Department of Sociology, Criminal Justice, and Women’s Studies at USC Upstate. In the near future, I plan to further my education and obtain both a master’s degree and PhD in Criminal Justice and Women’s Studies. I would also like to get out in the field where I am able to put my knowledge and skills to the test to help others. I am forever grateful for the opportunities USC Upstate provided me!

ALUMNI SPOTLIGHT: NIYONU MCDOWELL-WHARTON

Niyonu McDowell-Wharton earned her Bachelor of Science degree in Nursing, graduating with honors from the RN to BSN program at USC Upstate in 2019. Prior to attending USC Upstate, Niyonu earned an Associate Degree in Nursing from Greenville Technical College, and her Bachelor of Science Degree in Business and Economics from Winston Salem State University, graduating most outstanding Economics Senior. Niyonu worked in Corporate America for several years before opening her home care business in 2006. Niyonu is a wife and mother of four children, which included a medically fragile special needs son. Niyonu was inspired to start a home care business and to become a registered nurse because of her special needs son. He passed away in May 2019 while Niyonu was working on her BSN at USC Upstate — two months before his nineteenth birthday. Her son received quality care from nurses and caregivers, and Niyonu wanted to pay it forward by providing quality care to families with similar needs. Her son was resilient and relentless; therefore, Niyonu had to be resilient and relentless.

Niyonu’s mantra, which helps assist her in juggling it all is "you got this." Niyonu is often heard reciting these words aloud, especially when she is confronted with obstacles, facing challenges, or needs motivation. For Niyonu, successfully running a home care business that services clients in several counties throughout South Carolina is challenging and rewarding. At the age of forty-
seven, while working full time as the Director of Operations at her company, Niyonu enrolled in the RN to BSN program at the University of South Carolina Upstate. While at USC Upstate, Niyonu witnessed the power or nurses; the nurses she worked with had a significant impact on shaping her life, both personally and professionally. At USC Upstate, nursing faculty were nurturing, caring, and genuinely wanted their students to succeed. Their passion for teaching, gentleness in their explaining, and willingness to help reinforced her desire to further her education in nursing.

When USC Upstate offered her the chance to be one of the first three registered nurses to travel internationally to the Dominican Republic with the Edward Via College of International Medicine, Niyonu resoundingly accepted. She was thrilled to be able to use the Spanish she learned in college and from friends over the years. Niyonu, along with five doctors, two pharmacists, fifty medical students, and two nurses from USC Upstate, provided free healthcare and medicine to over six hundred patients in need in the Dominican Republic. Shortly after returning home, Niyonu graciously accepted another opportunity to travel abroad with USC Upstate. The trip to Costa Rica, overseen by nursing professor Dr. Colleen Kilgore of Upstate, included Niyonu, three other RN to BSN students, and two nursing students. Costa Rica provided firsthand knowledge about universal healthcare, the nursing culture within the country, as well as comparisons both good and bad between the United States and Costa Rica. Niyonu's research paper “Major Depression a Worldwide Epidemic” is published in this volume of the USC Upstate Student Research Journal, which has encouraged her to pursue research in nursing and evidence-based practice in the future.

Being a part of the University of South Carolina Upstate's RN to BSN program has made Niyonu a more well-rounded person who is sensitive to the needs of others regardless of their culture, beliefs, or backgrounds. The program has helped Niyonu see and understand the various roles of nurses that help make this world great. In the future, Niyonu will continue to pay it forward, encouraging herself and others to remember that "you got this." from the RN to BSN program at USC Upstate in 2019. Prior to attending USC Upstate, Niyonu earned an Associate Degree in Nursing from Greenville Technical College, and her Bachelor of Science Degree in Business and Economics from Winston Salem State University, graduating most outstanding Economics Senior. Niyonu worked in Corporate America for several years before opening her home care business in 2006. Niyonu is a wife and mother of four children, which included a medically fragile special needs son. Niyonu was inspired to start a home care business and to become a registered nurse because of her special needs son. He passed away in May 2019 while Niyonu was working on her BSN at USC Upstate — two months before his nineteenth birthday. Her son received quality care from nurses and caregivers, and Niyonu wanted to pay it forward by providing quality care to families with similar needs. Her son was resilient and relentless; therefore, Niyonu had to be resilient and relentless.

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ALUMNI SPOTLIGHT: ASHLEY MONTJOY

I began at USC Upstate in August of 2015 hoping to become a Physical Therapist. After taking a Sports Medicine class in High School, I believed I was interested in rehabilitation and helping patients recover after surgery. The first two years of college consisted of taking the prerequisite classes required for the Exercise Science Major, however, I decided to take things a step further and began working in healthcare. I became a Certified Nursing Assistant (CNA) at a nursing home and realized I loved the broad scope and multi-disciplinary nature of healthcare. For example, when I had patients with COPD and congestive heart failure, I became curious about their disease progression and what I could do to help them as their CNA. Working as a CNA helped me realize that I wanted to become a Physician Assistant, which would allow me to write prescriptions, and work with a variety of patients and their treatment plans.

Becoming a Physician Assistant is extremely competitive and I knew I needed to become more involved in health care settings, volunteering, job shadowing, and research. My next step in this process was performing research with Dr. Kelvin Wu regarding how aerobic activity affects attentional blink. This was measured by comparing the results from a simple cognitive task across aerobically active versus inactive populations. Once I realized my passion and interest in research, I assisted Dr. Lauren Vervaecke with research involving the USC Upstate Women’s Soccer team. This research measured the soccer team’s subjective data (how prepared they were before practice or if they were experiencing stress) against their raw data and physical exertion levels (heart rate, respiration rate, and body temperature).

I also began working as a Medical Scribe in the Emergency Department my senior year. My role as a scribe was to see patients with the physician and type the patient’s chart. Being able to learn from physicians and physician assistants while they see traumas, strokes, heart attacks, broken bones, car wrecks, and many other chief complaints has been one of the best hands-on experiences in my undergraduate experience.
As a senior, the Exercise Science department requires students to participate in an internship where they job shadow and learn about their desired profession. I began interning and job shadowing under a physician assistant who specialized in Orthopedics. While interning, I observed surgical procedures in the operating room and I learned about chronic diagnoses that were treated in their office. My senior year was filled with working as a CNA, being a part-time medical scribe, interning during the week, and seeing research participants— all while maintaining good grades as a full-time student. The hard work and determination paid off because I was accepted into Milligan University’s Physician Assistant program class of 2022. In addition to my determination and grit to push through overwhelming moments, USC Upstate’s faculty and Exercise Science Program equipped me with resources and advice that helped me become successful.

Learn more about the SC Upstate Research Symposium:
https://www.uscupstate.edu/research/sponsored-awards-and-research-support/research-symposium/
**ABSTRACT.** Below is an original composition for trumpet and piano. It is written for trumpet in B-flat and is for intermediate-level trumpet players. Trumpets come in a range of keys, but the trumpet in B-flat is by far the most common and is the one that all students learn to play first. The purpose of including the prefatory notes is to shine a light on the compositional process and explain how the piece of music is constructed, developed and completed. Normally a piece of music is published in its completed form with virtually no background information, although there may be a note to performers giving some technical information on the piece. Sometimes a program note is included that would contain more information about the work in order to provide some musical context.

**Latinesque for Trumpet and Piano**

**NIGEL BENNETT** is an international exchange student from Anglia Ruskin University in Cambridge, England, who studied at USC Upstate during the Fall 2019 semester. Before beginning formal studies in music at the university level in 2018, he has had a long and active life in amateur music making. Nigel has served as a member of the Devon & Dorset 3rd Battalion Territorial Army Band (1988-1990) he went on to become Director of the Saffron Walden Town Band (1991-2005), tutor and manager at the Duxford Saturday Workshop (2000-2015), lead trumpet and band arranger for the Linton Jazz Orchestra (2002-2015), and founder and Director of the 4 Villages Orchestra (2007-present). A keen composer and arranger, he was commissioned by the Linton Children’s Literary Festival, England, in 2012 to compose a twenty-minute work for nine wind and brass instruments and narrator based on The Story of Babar, the Little Elephant. His latest commission was to compose a four-minute piece for Fairlop Brass Band based in London, England, to commemorate its 50th anniversary in June 2018.

“Part of my exchange program was to study composition with Dr. Nolan Stolz. One of the pieces I composed was Latinesque for B-flat trumpet and piano. With Dr. Stolz’s guidance I created a piece that was challenging to play but easy to listen to. The weekly lessons with Dr. Stolz proved very rewarding because I had not received such a challenging critique of my compositional skills before, and I feel that I am a much stronger composer as a result. I expect to complete my degree in the summer of 2021 and then wish to pursue a portfolio career, earning my living from a number of music-based activities, including composition.”

**NOLAN STOLZ** has been teaching composition, music theory, popular music studies, and drum set at USC Upstate since Fall 2014. His compositions are clearly influenced by a background in jazz fusion and progressive rock, yet are firmly rooted in the contemporary classical tradition. Stolz’s five-movement *Lincoln Highway Suite* was recorded by the Brno Philharmonic (Czech Republic) and released on Orchestral Masters Vol. 5 from Ablaze. His flute piece *Princess Ka’u‘ilani* was published in *SCI Journal of Scores* (51) and released on *Modes*, vol. 30 of SCI’s CD series. Additional works may be heard on releases from Ablaze, ESM, Six Strings Sounds, and Tributary Music. In addition to his work as a composer, he has authored a book on Black Sabbath’s music and several articles and essays on jazz theory, progressive rock,
and several rock bands. Additionally, Stolz has recorded drums on several albums by jazz and rock artists. He holds degrees in composition from The Hartt School, University of Oregon, and University of Nevada-Las Vegas.

It was a pleasure working with Nigel Bennett during the Fall 2019 semester on *Latinesque* as well as several other compositional projects (e.g., a string quartet, music for a television show, pop-rock songs, etc.). One of Bennett’s goals in coming to USC Upstate was to expand his compositional palette by learning how to successfully incorporate popular music into a more traditional style. *Latinesque* is a fine example of the results of Bennett's goal: it was written as a concert piece for solo trumpet and piano using Western musical notation, yet the influence of Latin music is clear. Below is not a performance score, but a study score in concert pitch intended for those that can read music but are not accustomed to transposing at sight. I look forward to hearing more works from Bennett.

## 1. Background Information and Future Plans

I wrote this piece as part of my music composition studies at University of South Carolina Upstate with Dr. Nolan Stolz. I wanted to write a piece that would be fun to play and easy to listen to. The process was straightforward; we first identified a form that we believed would work best for a three-minute trumpet/piano work and then I would produce some ideas and present them to Dr. Stolz, who would question my thinking behind them and ask me to consider various options to test the strength of my musical ideas, rhythmic patterns or harmonic solutions. Gradually over the weeks I honed the music into the work presented here.

The form I chose is one of the most basic and oldest forms in Western music. Called ternary form, it is comprised of three sections (A-B-A), of which the first and last sections are the same (A) [1]. A different musical idea is presented in the middle section (B). This form has developed many variants. Amongst the more familiar is the da capo aria, popular in Baroque operas of the seventeenth century, in which the singer would introduce many vocal flourishes, embellishments and ornamentations to the repeated A section to show off his or her prowess [2]. Another example is the minuet and trio movement found in almost all symphonies written in the Classical period of the eighteenth and early nineteenth centuries [1]. There are many more variants, but the version I chose has a shortened A section on return, described as A-B-A'.

I wanted to write something that was light and fun to play and listen to. I chose to write the first section using a two-measure ostinato [3]. An ostinato is a repeated pattern and can be anything rhythmic, harmonic or melodic. Two famous examples of ostinati are the bass line in Michael Jackson’s song “Thriller” (1982) and the continuous snare drum pattern in Maurice Ravel’s *Boléro* (1928).

I like the sound of the Latin style of music so I came up with the two-measure ostinato in F major (m. 9 and 10). I chose this key because the scale of F4 to F5 fits squarely in the middle of the trumpet’s range. Once I had written the ostinato it was a case of improvising a melody until I found one I that was happy with. Dr. Stolz questioned many aspects of the ostinato, melody and harmony to test my thinking. When we were both satisfied with the A section, I composed the B section, which I wanted to be in contrast to the A section. To achieve this I chose to reduce the tempo and create a more flowing piano line with the trumpet in more of a conversation with the piano. This section is also in the different, but related, key of B-flat major. This took much longer to compose because of these self-imposed guidelines. Initially I wrote this section in the key of A-flat major, which is an unrelated key. After some discussion with Dr. Stolz I re-wrote the section in the related key of B-flat major. The hardest part, then, of this process was finding a way to prepare for the return to the original key and tempo. Dr. Stolz was able to advise me on the right process to resolve this but it nevertheless involved a few hours of working at the piano trying
different chord sequences, melodies and rhythmic patterns until I found an acceptable route back to F major.

The repeated A’ section is shorter than the original A section. We discussed whether I should write a full repeated section but I felt that this would sound monotonous to the listener whereas a shortened A section would maintain everyone’s interest. In the A section the main theme is heard five times: twice in the trumpet, twice in the piano and once again in the trumpet. The overall shape of the A section was maintained by reducing the number of repetitions to three: trumpet, piano, trumpet. This gives a sense of the music flowing quicker, although it is at the same tempo. Then finally a very short coda, or ending, of just four measures brings the piece to a rousing conclusion.

Once I had the final draft of the piece I consulted Lance Bastian, the USC Upstate staff accompanist, for his technical advice about the piano part. I am not a pianist so I needed to check that the piano part was playable. I used music notation software called Sibelius to engrave the piece. It has the advantage of being able to play back a synthesized version so that I can hear what I have written. However, it cannot tell me if I have written something that is impossible to play, so Mr. Bastian’s input was very important. He helped me to thin out the piano part so that it retained the essence of what I wanted, but at the same time allowing the pianist to play the part.

I also consulted Ann Bolton, USC Upstate trumpet professor. I am a trumpet player but it was important to get the opinion of a professional trumpet player about the shaping, dynamics and articulation of the trumpet part.

The piece was premiered at the University of South Carolina Upstate in December 2019. There will also be a public performance of it sometime in 2020 in Cambridge, England when I return to complete my music studies at the Anglia Ruskin University.

2. Program Notes

*Latinesque* is a short piece for trumpet and piano. As the title suggests, it has an underlying rhythm that gives it a musical Latin feel. The piece begins with piano asking a “question,” with the trumpet providing an “answer.” The piano is not satisfied with the first answer and asks the same question twice more, each question becoming shriller than before. Finally, at m. 9, the trumpet provides the correct answer, and the piano sets off at a fast tempo with a Latin feel using a repeating pattern, or ostinato. The trumpet then announces the main theme at m.13. The piano takes over the melody at m. 27, taking the melody into a new key of A-flat major and playing it high in its register with the trumpet accompanying it from m. 35 onward. Then with a bit of a bump, the trumpet reasserts itself and takes the melody back at m. 43 into the original key of F major. When the trumpet has finished with the main theme it slows the pace to begin a new, more lyrical section at m. 56, with the trumpet and piano playing in a more reflective mood. The key has now moved to B-flat major, which is the subdominant key of F major. But the lure of the Latin pulse is too strong and the trumpet and piano return to the original theme at m. 80, the piano ostinato driving the trumpet to an exciting ending.

3. Performance Notes

This piece needs energy, pace and a sense of fun. The opening eight measures should be performed quite seriously before the trumpet rushes into the main section at m. 9. From then until the start of the slower middle section at m. 57 the playing should be both light and energetic. The slower middle section should be played more reflectively and is really a duet between the piano and the trumpet. The accelerando in m. 79 should be played quickly, as a molto accelerando. From here to the end the pace should be kept moving and there should be no slowing down at
the end; drive the music to its final conclusion. A transposed part for B-flat trumpet and a performance score for the pianist is available from the composer.

4. Acknowledgements

I would like to thank USC Upstate music professor Dr. Nolan Stolz for overseeing this composition and providing a strong sounding board for my musical ideas. I would also like to thank USC Upstate staff accompanist Lance Bastian for his technical advice about the piano part and USC Upstate trumpet professor Ann Bolton for her technical and performance advice about the trumpet part.

5. References


6. Musical Composition

The musical score for Latinesque follows on the next nine pages.
Latinesque
For Trumpet in B Flat and Piano

Nigel Bennett

Freely \( \frac{\text{j}}{} = 80 \text{ approx} \)

\[ \text{molto accel.} \]

Fast, Calypso style \( \frac{\text{j}}{} = 144 \)

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Latinesque for Trumpet and Piano

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rall. . . Slower $\frac{d}{d} = 100$

\[\text{Music notation image}\]
Latinesque for Trumpet and Piano

76

molto accel.

80

A tempo primo $J = 144$

84
Animating Gender: Representation of Gender in Disney and Pixar Films from 2008 to 2018

**Abstract.** Disney corporation claims to make dreams come true through their movies but representations in full-length Disney animated films have few feminist ideologies. This study is a qualitative content analysis of the representation of gender in eight full-length Disney animated films. The findings indicated the progression of female independence and expression of male emotions.

**Katelynn Aldrich** is the student author of The Representation of Gender in Disney Animated Films. I first got involved in a faculty- mentored undergraduate research project during my senior seminar course at the University of South Carolina Upstate. I wanted to research a topic that I felt was an important conversation and one that I knew I would be dedicated to. The discussion of gender roles and power is continuing every day and starts as early as the first movie we watch. As a Disney movie fan, this was not hard for me to choose but I knew it could be an uncomfortable conversation considering the weight of Disney’s appearance in the public. My favorite part of this research project was, of course, watching all of the films but it was also really fun presenting the findings to other students and staff.

In the future, I hope to work as a content writer for a news outlet or an entertainment outlet. Following graduation, I was a member of the Disney College Program and came to enjoy working for the Walt Disney Company; I hope to one day return as a Cast Member. My advice to students would are interested in conducting research is to find a topic that you enjoy so that you can have fun while doing the heavy lifting. This is advice that my mentor, Renu Pariyadath, told me from the beginning and I took it seriously. I enjoyed every step of my research and was able to present work that I am proud of.

**Renu Pariyadeth** is originally from India and has been an assistant professor of communication at USC Upstate since the fall of 2016. She earned her PhD in Communication Studies from the University of Iowa. Her research investigates how social movement organizations organize around environmental issues. Dr. Pariyadath’s most recent publication appeared in *Women’s Studies Quarterly* and she often attends regional, national or international communication studies annual conferences. Katelynn Aldrich worked on this paper for her senior seminar project in Communication Studies. Katelynn performed a thorough qualitative analysis of gender in Disney movies from 2008-2018 using Cultural Studies theory.
1. Introduction

According to IMDb, a website focused on providing information on films, the Walt Disney company has produced 68 animated movies [1]. In 2016, Motion Pictures Association of America showed that the United States/Canada box office increased 2% from 2015 making profits of $11.4 billion. A company as large as Disney could potentially carry a heavy influence on the evolution of males and females. So, how does an animated film production company include these important messages in films? Pieger argues that Disney has taught people many things that include strong women, patient love, and that “family isn’t confined to those who share blood” [11]. Earnshaw says “the big change came in the central character of Ariel herself and she was the most independent, strong-willed and free-willed of the ‘Disney Princesses’ to date” [2]. This was the first time that people saw an independent Princess that wanted to venture out on her own and make her own decisions. This study was designed to analyze the representation in films over time as the public viewpoint on gender evolves. In order to form research questions, the following literature was reviewed and analyzed. After doing so, the research questions for this study were formed.

2. Literature Review

Much research has examined the evolution of gender norms in Disney and Pixar movies. In a study charting the pattern of masculine development in three Disney/Pixar films, Gillam and Wooden tested whether male characters all strive for an alpha-male identity while facing failures [5]. They found that men were exhibiting different lessons in these various animated films such as displaying a more sensitive side to a male character rather than the aggressive side that was once represented in Disney films. Male characters had a “new masculine identity” that displayed feelings and accepted help from others [5]. In movies prior to this, male characters had unquestioned authority and social dominance while females were kind and obedient [5]. Other research has showed that Disney movie plots allow for character development of men while women displayed dependency in movies such as Snow White and the Seven Dwarfs. Snow White was presented as a young woman whose physical female attributes included the petite body-type, fair skin, and feminine costuming [12]. The film was used as an example for future animated movies since it was the first successful featured-length animated film that Disney released.

Youngs argues that Snow White became the framework that Disney Princesses would later become trapped in. Even with films that included female characters in lead roles, such as princesses, Fought and Eisenhauer argue that the male characters spoke with more importance in their roles. An example is the 2013 animated film Frozen where the two leads were women but found that women had less than fifty percent of the speaking roles [4].

Feminist Theory and Cultural Studies

Feminist scholarship and Cultural Studies have helped us understand the representation of gender roles in Disney’s animated films. Lacroix observes how sexuality and exoticism were emphasized in how Disney constructs its female leads more than ever before. From a “feminist media” standpoint, the focus lands on images that portray gender through the history of women in Disney films [9]. While cultural studies showed the seemingly natural ways of interpreting the world through film [6]. Pixar was promoting masculinity in a new way through animated films and it became more acceptable for male characters to carry traditionally feminine traits [5].

Thomas Inge argues that Snow White and the Seven Dwarfs accurately portrays how society viewed women in 1937 and it was tradition to depict women as passive vessels of innocence and virtue during that time [8]. To further explain, a female character that was created in the 1960s may be shown in dresses and pinned hair while a female character created in 2019 might be
shown in a substantially different. Ideologies are seen as facts due to their constant reinforcement of ideas [7].

Gender in Disney/Pixar
Gender research helped to show roles and characters in men and women from prior Disney and Pixar animated films. Wiersma performed a qualitative study that analyzed a sample of 16 Disney animated films sought to find out how often men and women were displayed in traditional traits of power and roles. In comparing movies from 1937 and 1995, there was little change in the representation of males and females [15]. England, Descartes, and Collier-Meek tested whether the portrayal of princes and princesses were different, whether princes were performing more rescues, and whether gender roles became anymore equal [3]. They coded males as aggressive, physically strong, unemotional and leaders while females were coded as physically weak, sensitive, victims, and emotional [3]. Towbin et al. recommended that analyzing newer movies as in more recent films “it appears that Disney is making strides in addressing gender, race, and class stereotypes” [13].

In this study, we analyze movies from the decade 2008-2018, as there is little analysis of Disney movies since 2008. Building on Towbin’s recommendation, we agree that ongoing research on gender representations will help illuminate if Disney films reflect progressive ideologies. Our study used themes modeled from prior research to determine the representation of both males and females with traditional masculinity traits and traditional femininity traits. An important aspect we also consider the connection between characters and their voice over actors which may impact the way a character is perceived [10]. Our following content analysis of eight full-length Disney animated films was focused on answering two research questions:

RQ1: How are male characters represented in 2008-2018 full-length Disney and Pixar animated films?
RQ2: How are female characters represented in 2008-2018 full-length Disney and Pixar animated films?

3. Method

Prior research questioned the progression of gender representations, such as Lugo-Lugo and Bloodsworth-Lugo, but to further this line of research, our study conducted a content analysis on eight Disney/Pixar films released in years between 2008 and 2018 [10]. White and Marsh define a content analysis as a method where the researcher uses rules of reference to convert text to answers for the research questions [14].

England performed a content analysis where nine Disney princess movies were coded for the first 25 minutes [3]. These films were released between 1937 and 2009 and were categorized in three groupings for earlier movies, middle movies and the most modern movies. The study concluded that in terms of masculine and feminine characteristics the princes and princesses held significantly different characteristics shown on screen. To continue research past 2009, our study analyzed eight films between 2008 and 2018. The films were analyzed using similar themes from research conducted in prior years that include traditional masculinity traits and traditional femininity traits. Towbin conducted a similar study in 2004 used a qualitative content analysis for 26 featured-length Disney animated films to identify themes that had relation to societal and familial principles of gender [13]. For males, themes included physical expression of emotion, lack of control of sexuality, naturally strong, holding non-domestic jobs, and overweight men having negative characteristics. Female themes included appearance to be more valued than intellect, helplessness as a trait, needing protection, domestic, likely to marry, and overweight women portrayed as being ugly, unpleasant, and unmarried.
The Disney/Pixar animated films we analyzed were: Incredibles 2 (2018), Coco (2017), Inside Out (2015), Big Hero 6 (2014), Frozen (2013), Brave (2012), Toy Story 3 (2010), and Up (2009). These films were selected based off box office earnings [1].

As part of the analysis, the films were observed while taking notes using a coding sheet modeled from prior research. These codes narrowed down how gender was represented in characters through the films. Male and female were coded for: physical expression of feelings, lack of control of sexuality, naturally strong, non-domestic jobs [13], aggressive, romantic, unromantic, dependent, or independent [15].

## 4. Findings

**Physically expressed feelings.** For this study, physically expressed feelings was defined as characters who were more likely to respond to an emotional scenario with physical, violent behavior [13]. Disney has traditionally shown males as physically aggressive and more likely to react with anger while expressing emotions. The findings for physically expressed feelings were represented in all of the eight films analyzed. The more noticeable ones included Brave and Big Hero 6. Some examples of this theme included fights scenes and conflict with death. In Brave, when a decision wasn't made about whose son would get to marry Merida, every village's king participated in a physical fight to resolve the issue at hand. Merida’s father, King Fergus of DunBroch, found that amusing and entertaining as he watches and laughs. Queen Elinor, Merida’s mother and teacher, didn’t see the humor in it and stopped the fighting after just a few seconds. Another example of physically expressed feelings came from Big Hero 6. In this film, Hiro, the younger nephew, lost his brother, Tadashi, from a fire. When Hiro finds out the truth of what happened to his brother, he demands for his robot, Baymax, to destroy the professor that lied about Tadashi’s death.

**Lack of control of sexuality.** Physical expression also came from the male’s ability or inability to control their sexuality. Disney movies formerly represented male characters as out of control when it came to their sexuality. This was defined as the loss of senses in the presence of a beautiful man/woman. This theme was coded in three out of the eight movies including, Coco, Inside Out, and Toy Story 3. These three films included loss of control from males while in the presence of a female and one of the films included loss of control from woman in the presence of a male. One defining moment was in Coco when Miguel, the teenage character, passed by the female dressing room. As Miguel passed by, he stared at the model until the model notices him staring. In Toy Story 3, Ken loses control of his sexuality when Barbie enters the room.

**Naturally strong.** Naturally strong men were coded in all eight films analyzed. Naturally strong was defined as rescuers or those who saved the day. Following that definition, every film had a rescuer in at least one scene. Previous research showed males in the role of rescuers but in Incredibles 2 the main female character, Elastigirl, was the hero. Other female rescuers included Elsa from Frozen and Joy from Inside Out. The remaining five films had male rescuers but the people being rescued were both male and female. This was a different representation compared to former research as both males and females were performing the role of rescuers and rescues.

**Non-domestic jobs.** Throughout the coding process, males continued to be represented in non-domestic jobs. This being defined as a job away from the home. Three of the eight films had characters with domestic jobs or no jobs at all. It is important to note that the main male character in Incredibles 2 held a domestic job while the main female character held a non-domestic job that kept her away from the home. During this role reversal, the mother was represented as being stressed and worried about leaving the father alone with the kids and the father was represented as being envious and upset that his wife got chosen to be the hero. In Big Hero 6, the aunt, who held custody of her two nephews, owned a café and was seen in dominant roles while living as a
single woman raising two young adults. This helped to show progression in female characters as they broke the status quo for women.

**Aggressive.** During coding, aggressive was defined as a character displaying hostility. Only three of the eight films showed aggressive characteristics including *Coco, Inside Out, and Up*. In *Coco*, by definition, Miguel’s grandmother showed aggression in smashing Miguel’s guitar after Miguel goes against his family and plays music. The character Anger consistently showed aggression in *Inside Out* when he took over Riley’s thoughts with his short temper. Aggression was also found in *Up* when Carl Fredrickson hits a construction worker with his cane after his mailbox is nearly destroyed and that was the last item he had control over on his lawn.

**Dependent/Independent.** Traditionally, females were portrayed as dependent on male characters. Two of the eight films viewed showed dependency, or the need to be taken care of or rescued, with four of the eight films showing more independence. *Coco, Toy Story 3, and Inside Out* displayed dependency among both male and female characters. Miguel needed constant help to find his ancestors to return home and without them he was helpless. The characters in *Inside Out* showed a high dependency on Joy for Riley as she goes through changes. Sadness, Anger, Disgust, and Fear all relied on Joy to save the day throughout the entirety of the film. During *Toy Story 3*, Buzz and Woody were independent for themselves but also recognized the dependency on them from the other toys. Independence was also seen in films such as *Up* and *Frozen*. Russell, a wilderness explorer from *Up*, showed his independency by earning his badges on his own while Princess Anna from *Frozen* took it upon herself to save Arendelle from her own sister.

**Romantic/Unromantic.** Romantic was defined as characters with an idealized view of love and unromantic as having no interest in love. Traditionally, Disney represented females as romantic and displaying the desire to fall in love and get married. Five films showed the theme of romance. Those being *Incredibles 2, Coco, Frozen, Toy Story 3*, and *Up*. A big example of romance was seen in *Frozen*. All Anna longed for was an undying romance that resulted in marriage and happily ever after. She verbally expressed these emotions and after the first prince she met, she wanted to marry him. Another example of romance came from *Up* when Mr. Fredrickson was doing anything he could to make his wife happy. Even after she died, Mr. Fredrickson tried to live her dream as he traveled to her favorite place. The three movies where characters were portrayed as unromantic were *Inside Out, Big Hero 6, and Brave*. For example, in *Brave*, Merida became upset with her mother after discovering she’ll have to get married. When the time came for Kings from other villages to win her hand in marriage, Merida fought for herself not to get married. She felt like she was too young to be in love and wanted to decide for herself when to get married.

5. Discussion

In this qualitative content analysis of eight full-length Disney/Pixar animated films between 2008 and 2018, the themes that were used for gender stayed consistent through the films, appeared fewer times than in prior studies, or didn’t appear at all. Although some findings remained consistent with former research there were many areas reflecting changed gender norms and roles.

Many of the themes in the eight films analyzed were consistent with the those from research on previous Disney/Pixar films. Male characters were presented as strong rescuers and were the dominant gender. Males were in control of situations and represented as independent. Wilde’s claim that males are heroes and females are inferior was still the case but this theme only appeared in films that involved princesses such as *Frozen* [16].

Although there were continuing stereotypes of gender represented there were also numerous divergent themes. One example was the representation of Riley’s emotions, from *Inside Out*. Fear
and Anger were represented as masculine characters, with masculine characters and voice overs, while Joy, Sadness, and Disgust were represented as feminine. When Riley’s parent’s emotions are shown, they are all depicted by one gender – all masculine for her father and all feminine for her mother. But, emotions were represented as both genders in Riley’s emotions. Even further, the stereotypically feminine characteristic of fear had a male character and voice over who was more emotional than others. Characters that were seen as emotional were dominantly males and more non-domestic jobs were held by females. In Big Hero 6, Hiro shows grief and sadness after his brothers dies and in Toy Story 3, toys portrayed as male toys expressed sadness after being taken to the daycare. Females were portrayed in non-domestic jobs such as in Up where Ellie is an explorer and Elastigirl from Incredibles 2 who is the superhero. Both of these findings showed progression from how males and females were represented in prior Disney/Pixar films.

Some of the limitations for this study included the sample size and a single focus on just gender. Future research could focus on examining race, ethnicity, class, sexuality, and able-bodiedness. While our study only examined animated movies, future studies should compare live-action Disney films with the original animated version.

Overall, this research showed the progress that Disney and Pixar are making. Gender is being represented in diverse and non-stereotypical ways to demonstrating that Disney/Pixar are aware of the problematic representations in the past and are working to resolve this.

6. References


Creative Crosswalk Project: The Role of Public Art in the Community

ABSTRACT. Public art exists in many forms, and it plays a vital role in numerous cities across the world. It can be used to beautify seemingly mundane areas, add a level of uniqueness to cities, and promote a sense of community amongst the local community. Public Art may be in the form of a sculpture, the architecture of a building, a mural within a public space, or any other number of art forms. It may also be a free-standing work of art or an art form that is tied into an existing space such as the wall of a building or on the street. This public art project focuses specifically on street art in the form of crosswalk murals. The downtown Spartanburg area has been revitalized in recent years, and it has officially been designated as a cultural district, an area in which a collaboration is established between art and the local community. The downtown cultural district area is often lively and filled with pedestrians on a daily basis. The problem, however, is that an increase in the number of pedestrians comes with the duty of ensuring pedestrian safety. In an attempt to promote driver awareness and pedestrian safety, the Creative Crosswalk Project was born. The Creative Crosswalk Project is a public art initiative in which local artists and designers paint a series of crosswalk murals on Main Street in Spartanburg, SC.

TAYLOR ANDERSON Initially, I got involved in this faculty-mentored undergraduate research project when Professor Donaldson asked me if I would like to team up with him and write about the process and installation of the series of crosswalk murals that our team created in Down Town Spartanburg. How could I say no?!

My favorite part of the research experience was getting to dig deep into the street art culture and discover the many different styles, mediums, and methods. Learning about street art in such depth broadened my viewpoint and allowed me to approach the crosswalk project with a new respect for this type of design.

My future plans involve joining a graphic design marketing team. I believe my research experience and collaboration from this project provided me with a strong sense of teamwork, thinking outside of the box, and perseverance. These are qualities I plan to take with me into my career.

The advice I would give to other students that are potentially interested in conducting a research project would be to choose a subject you normally would not pick. It is important to try something new and different because you will never have the same freedom and opportunities than you do right now in college. Be a knowledge sponge and learn as much as you can. Hopefully, you will be pleasantly surprised by what you take away from it.

Some of my extracurricular activities and hobbies consist of baking recipes I find on YouTube (it’s usually at least edible), going to coffee shops on the hunt for good cold brew, hiking at local spots, and getting active by either running or working out at my gym.

MATTHEW DONALDSON is a South Carolina native, is an Associate Professor of Graphic Design in his seventh year at the University of South Carolina Upstate. There he teaches a variety of courses including Graphic Design I, II and III, Interface Design I, and Senior Seminar for Graphic Design. He also serves as Co-Director of The Studio, a student-run, faculty-led design firm at USC Upstate.
Donaldson earned a Bachelor of Arts in Visual Arts from Francis Marion University and a Master of Fine Arts in Graphic Design from the University of Memphis. Upon entering the professional design industry, he worked as an Interactive Designer for Thompson & Co., located in Memphis, Tennessee, and as an Assistant Professor of Graphic Design at Seton Hill University in Greensburg, Pennsylvania.

As a designer, Donaldson's research is focused on content management systems and responsive design and development for the web. He has presented this research at the Annual Southeastern College Arts Conference (SECAC), Annual SC Upstate Research Symposium, and the University & College Designers Association (UCDA) Design Education Summit.

The Creative Crosswalk Project provided Donaldson with the opportunity to collaborate with three graphic design students: Michael Vanhorn, Shane Gilmore, and Taylor Anderson. Anderson was tasked with designing one of the four crosswalk murals assigned to Donaldson's group. The challenge in the project was not only generating creative concepts but also establishing consistency and uniformity across all four crosswalk murals. As graphic designers, professional work is created primarily within the digital environment. This project, however, removed the group from its comfort zone and thrust it into the physical realm of public art. Despite the challenge, Anderson and the remaining members of the student design team excelled at the project. The four crosswalk murals were successfully installed, and Anderson was able to expand upon her professional design skills and give back to the Spartanburg community.

1. Introduction

Public art is being used to transform and beautify cities across the world. Public art takes on many forms, and it can be defined as site-specific art in the public domain [1]. Street art is one such form of public art, and it involves creating art on various surfaces in public places such as the exterior walls of buildings, sidewalks, or highway overpasses. Street art is known for providing artists with spaces in which they are able to demonstrate individuality and produce conceptual work. It also often plays a role in promoting the city. In fact, it has been shown that by adding artistic appeal to an area, a local distinctiveness is produced, which attracts tourism, companies and investments, creates employment, and decreases instances of vandalism [2]. The majority of street art is often found in urban areas and is connected to graffiti in certain aspects. Although graffiti is often frowned upon, over time, it has crossed the borders between street and youth culture and the art community. Many public artists view their works of art as contributions to the community, bringing life to otherwise mundane or derelict areas [3]. The reason for these works of art can vary from making a political statement to creating something beautiful in order to enliven an area to communicating meaning implied through the technology in which they are made [4].

Crosswalks are prevalent in the downtown Spartanburg area. They provide pedestrians with a simple way to traverse the city’s streets. However, the more crosswalks and pedestrians, the higher the concern for pedestrian safety. The United States is experiencing a significant increase in pedestrian-related traffic accidents as evidenced by the 35% increase in pedestrian fatalities during the 10-year period from 2008 to 2017 [5]. In an attempt to improve upon the safety of pedestrians, some cities are turning to public art in the form of crosswalk murals. The creation of crosswalk murals adds an aesthetic appeal to the city and heightens awareness amongst drivers and pedestrians. This is one of the many ways a city can alter some of its most used, yet highly
ignored spaces. Crosswalk murals provide a means of public interaction and allow pedestrians to feel a deeper connection with the city.

In partnership with the City of Spartanburg, the Spartanburg Area Chamber of Commerce, and Chapman Cultural Center, the Creative Crosswalk Project was born. Eight crosswalks were designated to receive murals, and a request for proposals was released to local artists interested in being a part of the project. Our design team was chosen to paint four of the eight crosswalks in the heart of the downtown Main Street area. Three additional local artists were selected to work on the remaining four crosswalks.

2. Methods

In order to involve the local community in the Creative Crosswalk Project, the public was polled on topics such as the pros and cons of being a pedestrian and/or driver in Spartanburg, the qualities of Spartanburg that instill a sense of community, imagery that symbolizes Spartanburg, thoughts on using art to enhance crosswalks, and color palettes and design style. The poll was organized via Google Forms and distributed by email to the Spartanburg community via Chapman Cultural Center’s contacts list. A total of 85 responses were received for the poll. The poll data was then analyzed and served as an aid in determining the need for more public art in Spartanburg, as well as the overall design concepts for the crosswalk murals. 51.7% of the poll participants stated that having the feeling of community plays a large role in instilling a sense of pride to the public, and 22.3% stated that art and murals brought them a stronger sense of connection to the city. When asked about the pros and cons of being a pedestrian in Spartanburg, 48.2% stated that the city is easily navigable due to the multitude of crosswalks and walking access in the downtown area. However, 38.8% stated that far too many drivers endanger pedestrians by not honoring the right of way. In addition, 32.9% stated that the crosswalk murals would add uniqueness to the city, and 34.1% stated that crosswalk murals could aid in getting the attention of both drivers and pedestrians. These results, along with 52.9% of participants voting for the use of a vibrant color palette (Figure 1), led to the decision to use green, blue, yellow, and orange for the paint selections in the crosswalk murals. The vibrancy of the colors (Figure 2) draws more attention to the crosswalks, thus making drivers and pedestrians more aware that the crosswalks exist.

3. Results and Discussion

All of the crosswalks involved in the Creative Crosswalk Project are designated as “high traffic” areas. That designation negated the option to paint atop the vertical white lines in the crosswalks, which left the negative space between the vertical white lines as the canvas for the murals. The restriction presented a challenge in the design process as we were relegated to working with more pattern-based designs in such tight spaces.

Many graphic design projects require collaboration [6], and the Creative Crosswalk Project was no exception. Three USC Upstate graphic design students and one USC Upstate graphic design faculty member were responsible for designing the four crosswalks at Daniel Morgan Square in downtown Spartanburg (Figure 3). The establishment of the design team at the outset of the project was important, as it allowed us to create our designs as more of a collaborative effort [7]. The design process for the crosswalk murals entailed numerous steps. The first step in the design process was the sketching phase, in which a multitude of mural concepts were sketched out with pencil and paper. The sketching phase plays an important role as it serves as a means of generating numerous design concepts very quickly. It is also much faster to sketch initial concepts than it is to design them digitally.
Once a variety of sketches were completed for each crosswalk, the sketches were used as references for digitally rendering the final crosswalk designs in Adobe Illustrator [8]. Based on the measurements of the crosswalks, we were able to digitally render an accurate representation of each crosswalk, including the exact number of vertical white lines in each (Figure 4). This allowed us to easily explore various color schemes, shapes, and patterns for the crosswalk designs, and it ensured that all design elements would fit accurately and proportionally between the vertical white lines. This preparation played a significant role in the creation of the crosswalks.

Once the crosswalk designs were digitally rendered, they were able to be used as guides during the painting of the crosswalks. Design teams were given 24 hours to complete the crosswalk murals, as the downtown Main Street area was blocked off to the public for only one day. The crosswalks were cleaned with a leaf blower to remove any dirt or debris that might interfere with the painting process. Masking tape was then used to protect the vertical white lines in the crosswalks (Figure 5). Two coats of black paint were applied in the negative space between the vertical white lines. The black base (Figure 6) was chosen to create simultaneous contrast, allowing the other colors in the designs to have more contrast and vibrancy [9]. Once the black paint dried, chalk was used to draw the actual design elements on the street. The chalk guidelines were based on the digital crosswalk design renderings in Adobe Illustrator. After the chalk guidelines were completed, masking tape was used again to tape off the various shapes in the crosswalk designs (Figure 7). The taping step was beneficial as it allowed for proper sizing and placement of design elements without concern for the quick drying speed and unforgiving nature of street paint.

Applying one color at a time, paint rollers and small brushes were used to put down two to three coats of paint per color. Multiple layers of paint ensured that the black base did not show through the colors, and it increased the potential for longevity of the paint (Figure 8). Once the multiple layers of paint dried completely, the masking tape was removed revealing the final designs. Finally, two coats of street paint sealant were applied to the crosswalks to further protect the surface of the paint from foot traffic and vehicles, thus completing the design process of the crosswalk murals (Figure 9).

### 4. Conclusion

A team of designers from USC Upstate were selected to collaborate in the Creative Crosswalk Project in Spartanburg, SC. In order to involve the local community in the project, the design team put together a poll to generate feedback from the Spartanburg community in regard to the creation of the crosswalk designs. The team’s designs reflect the poll data by incorporating vibrant colors and both geometric and abstract shapes, as well as introducing more public art to the Spartanburg community. Through the Creative Crosswalk Project, the design team was able to create crosswalk murals that serve as a means of drawing attention and awareness to driver and pedestrian safety, connecting with the local community, revitalizing easily overlooked spaces, and transforming a section of the downtown Spartanburg area [10].

A poll taken upon completion of the Creative Crosswalk Project indicates that 72.4% of the respondents feel that the crosswalk murals have improved pedestrian and driver safety in the downtown Spartanburg area (Figure 10). That number is stark in contrast from the pre-project poll in which 34.1% of the respondents felt that crosswalk murals would aid in getting the attention of pedestrians and drivers. Community feedback also reflects support for the crosswalk murals with comments such as, “I notice the crosswalks more as both a pedestrian and driver now.” and, “They seem to create a more conscious awareness of pedestrian presence, perhaps because they are so pleasing.” The Creative Crosswalk Project is yet another example of Spartanburg’s commitment to driver and pedestrian safety, public art, and the growing downtown cultural district.
5. Acknowledgements

This work is partially supported by a RISE grant from the Office of the Vice President for Research at the University of South Carolina. We would also like to pay special thanks to Chapman Cultural Center, the Spartanburg Area Chamber of Commerce, and the City of Spartanburg.

6. Tables and Figures

Figure 1. Pie chart indicating the poll results for the crosswalk murals color palette.

Figure 2. Crosswalk murals consist of a vibrant color palette.
Figure 3. Four crosswalks, at Daniel Morgan Square on Main Street in Spartanburg, SC.

Figure 4. Digital Rendering of a crosswalk in Adobe Illustrator.
Figure 5. Masking tape is used to protect the areas with white paint.

Figure 6. Black paint is applied as a base for the crosswalk murals.
Figure 7. Masking tape is used to create stencils for painting various shapes in the designs.

Figure 8. Multiple layers of paint are applied for each color.
Figure 9. Aerial view of the completed crosswalks.

Figure 10. Pie chart indicating the post-project poll results in regard to the crosswalk murals improving pedestrian and driver safety.

7. References

Rates, Methods, and Patterns of Bystander Intervention

**ABSTRACT.** This paper, as part of CRJU U484 “Service Learning: Dating/Sexual Violence” and in conjunction with SAFE Homes-Rape Crisis Coalition, examines patterns of bystander intervention of potential sexual assaults and dating violence of USC Upstate students. A student, I initially became involved in a faculty-mentored undergraduate research project via Dr. Trevor Rubenzer who suggested getting involved in the SC Upstate Research Symposium following my Poli 210 “Research Methods in Political Science” class. In terms of the project detailed in this paper, I became involved by talking to Dr. Courtney McDonald and by taking CRJU U484/WGST U398 “Service Learning: Dating/Sexual Violence.” The class partnered with SAFE Homes-Rape Crisis Coalition, and examined experiences of dating violence and sexual assault among USC Upstate students. The survey contained questions asking respondents if they would intervene in a potentially criminal scenario, if they have seen particular scenarios occur on campus, and, if they intervened, the method in which they intervened. Respondents were more likely to intervene in a potentially criminal situation than ignore it and respondents were more likely to intervene in such a situation if the victim were female rather than male. Due to the use of non-random, convenience sampling, which was necessary in order to gain respondents for the survey, these results are not generalizable to the wider student body population. Nonetheless, this provides valuable information on how some students at USC Upstate view bystander intervention, which could inform system-wide efforts to encourage USC Upstate students to intervene in potentially dangerous situations.

**JAIME CALDWELL** As a student, I initially became involved in a faculty-mentored undergraduate research project via Dr. Trevor Rubenzer who suggested getting involved in the SC Upstate Research Symposium following my Poli 210 “Research Methods in Political Science” class. In terms of the project detailed in this paper, I became involved by talking to Dr. Courtney McDonald and by taking CRJU U484/WGST U398 “Service Learning: Dating/Sexual Violence.” The class partnered with SAFE Homes-Rape Crisis Coalition, and examined experiences of dating violence and sexual assault among USC Upstate students. The project led to the creation of this paper, as I utilized research and data that was used in the service-learning class to address my research question. This project was unique as it offers a distinct look at USC Upstate students’ experiences with dating violence and sexual assault, and utilizes both numerical survey data and narratives given by survey respondents.

My favorite part of the research experience was examining the data. I enjoyed combing through the survey responses in order to find patterns in student responses and seeing if their answers correlated with previous research or deviated from patterns described in that research. In the future, I plan on attending graduate school. This research experience will greatly help me in graduate school, as it will look good on applications and will help me with my graduate school education. If another student was interested in conducting research of their own, my advice would be to jump in headfirst. Research projects can appear incredibly daunting; however, you can easily break the overall project into smaller, more manageable parts. Do not let the scope of such a project prevent you from undertaking it. It is an incredibly rewarding experience and can offer some truly insightful results.

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Georgia. She teaches classes relating to victimology. Her primary research interests include issues of family violence, and violence against women and sexual minorities. She has completed research projects about intimate partner abuse among queer women and sibling abuse against heterosexual and sexual minority children. Her research has appeared in journals such as the *Journal of Family Violence*, *Journal of GLBT Family Studies*, *Journal of Interpersonal Violence*, and *Canadian Journal of Criminology & Criminal Justice*.

1. Introduction

Bystander intervention is the steps an individual undertakes in order to involve oneself in a situation where a sexual assault may occur, and it is an important topic in the field of sexual assault prevention. Research concerning bystander intervention can help prevent future sexual assaults by identifying barriers to intervention, situations in which bystanders are more or less likely to intervene, reasons why students choose to intervene or not, and the methods by which they intervene. In order to understand bystander intervention trends and patterns among students, along with other topics like sexual violence and alcohol, stalking, and intimate partner violence, I, as a part of CRJU U484, “Service Learning: Dating/Sexual Violence”, conducted a survey that was distributed to USC Upstate students and hosted on SurveyMonkey.

This paper will discuss previous literature concerning bystander intervention and the construction and implementation of my survey, as well as the results of the survey from open- and closed-ended responses from students. This study is important as it provides information about the reasons students intervene, or fail to intervene, in certain situations. Overall, this study provides information on rates, methods, and patterns of bystander intervention among USC Upstate students. While the results can not be generalized to the entire student body population, it still provides useful information the university can use to prevent future incidents from occurring. In order to understand the implications of this research, previous literature must be explored to gain a baseline understanding about this important topic.

2. Literature Review

Bystander intervention is a relatively new topic in the realm of sexual assault prevention that has gained popularity since the turn of the century. However, the topic of bystander intervention dates back to the late 1960s when Latane and Darley published their piece which has since become the impetus for countless studies and models [1]. For example, the Burn’s model centers specifically around sexual assault and it contains five steps which bystanders undertake in order to intervene in a situation where a sexual assault may occur: notice the event, acknowledge intervention is necessary, accept responsibility for intervening, make the decision on how to act, and intervene [2]. What makes the Burn’s model different from the one created by Latane and Darley is that it is specific to sexual assault, and thus, every step addresses related barriers to intervention [2]. Some of the most common barriers to intervention are gender, relationship between the potential intervener and the victim or perpetrator, and alcohol. However, there are many conflicting reports as to exactly how these three barriers impact rates of bystander intervention in cases of potential sexual assaults.

Barriers to Intervention

One major debate in the field of bystander intervention is the impact of gender. Studies show conflicting reports on how gender impacts a bystander’s likelihood of intervention. Some studies say that men are more likely to intervene, especially in a direct, physical manner [3]-[4]. This may
be because men feel more confident in their ability to deescalate a situation where sexual assault might occur, or because of men’s willingness to subscribe to gender role stereotypes like “male chivalry” [4]-[5]. However, other studies say that women are more likely to both directly and, especially, indirectly intervene [4], [6]. Still others suggest that there is no gender difference between the rates of indirect intervention by women and men [3]. These different findings suggest that while gender seemingly does impact the likelihood and rate of someone intervening, there is confusion as to how.

Another factor that impacts a bystander’s likelihood of intervening in a sexual assault is relationships. This includes the bystander’s relationship with the victim and the bystander’s relationship with the perpetrator. Some studies have found that a bystander is more likely to intervene if the victim is a friend [5], [7]-[8]. This may be attributed to a bystander being more able to easily recognize signs of distress or abnormal behavior and therefore feel more confident in intervening in a situation where someone they know is the victim [7]-[8]. Others suggest that bystanders are simply more likely to intervene if a friend is involved, regardless of whether that friend is the victim or perpetrator [9]. This may be the result of the bystander being better able to recognize signs of distress or abnormal behavior or simply feeling more comfortable intervening due to knowing the person involved. However, others suggest that a bystander’s relationship with the victim or perpetrator has no impact on their likelihood of intervention [4], [6], [8]. In [8], it is suggested that a relationship with the victim or perpetrator has no impact on the likelihood of intervention in cases of emergency. Others say that a relationship with the bystander has no impact on the likelihood of intervention in all cases [4], [6]. None of the research suggests that a bystander is more likely to intervene in a situation if the victim and perpetrator are strangers.

**Alcohol**

Another major debate in the field of bystander intervention concerns the impact of alcohol. An important part of the debate surrounding alcohol is how it impacts the way a bystander chooses to intervene in a given situation. As stated previously, there are degrees as to how a bystander can intervene in a situation; whether it be directly or indirectly. Most literature agrees that being under the influence of alcohol causes male bystanders to be more likely, if they choose to intervene, to directly intervene [5], [8], [10]. This increase in the likelihood of direct intervention can be attributed to alcohol causing a sense of “liquid courage” leading to a greater confidence in one’s abilities, and thus a higher chance of direct intervention. Various studies also suggest that men who are under the influence of alcohol are more likely to physically intervene as opposed to simply talking directly to the perpetrator [5], [10]. Women are shown to take the opposite route as, while they are also more likely to directly intervene, instead of being confrontational like men, they are more likely to be subtle and indirect in their intervention methods [8]. Overall, many pieces of literature concerning the impact of alcohol on bystander intervention agree that alcohol leads to an increase in the likelihood of direct intervention, and, for men, an increase in the likelihood of physical direct intervention.

Another important debate surrounding the impact of alcohol on bystander intervention is how alcohol impacts the frequency or likelihood that a bystander will intervene while under the influence. Some literature states that bystanders are less likely to intervene if under the influence of alcohol [8], [11]-[12]. However, there are various causes of the decreased likelihood of intervention. In [12], it is posited that bystanders under the influence of alcohol are less likely to intervene due to lower prosocial attitudes, like increased comfort with sexism, that coincide with alcohol consumption in some cases, while in [8] it is proposed that the decrease is due to alcohol impairing a bystander’s ability to perceive if a victim is at risk or not [8], [12]. Another reason for alcohol causing lower rates of bystander intervention is because alcohol consumption by a victim can lead to bystanders believing the victim is responsible for their potential victimization due to their, possibly, excessive alcohol consumption [8]. However, not all literature suggests that
alcohol causes a decrease in the likelihood of intervention. Bystanders may be more likely to intervene due to “liquid courage” where a bystander will feel more carefree and confident in their abilities, and therefore will be more likely to attempt to intervene and “save the day” [10]. However, it seems that the effect of “liquid courage” only applies to men as women are less likely to intervene if under the influence of alcohol [5], [10].

In conclusion, bystander intervention is an important part of sexual assault prevention and would benefit from more studies. More studies should be implemented to determine what impacts rates of bystander intervention, apart from gender, relationship, and alcohol. Also, more studies should focus on the three issues mentioned here to determine why debates surrounding them occur, and what the truth is. Further research will help in the implementation of bystander intervention programs which can only serve to help lessen sexual assault rates and prevent new victims from suffering such a horrendous ordeal.

3. Methodology

For CRJU U484 “Service Learning: Dating/Sexual Violence”, I partnered with SAFE Homes-Rape Crisis Coalition (SHRCC) to develop a survey for the purpose of understanding more about sexual violence and assault statistics on the campus of USC Upstate. In the survey of currently enrolled USC Upstate students, there were four topics covered: bystander intervention, stalking, alcohol and sexual assault, and intimate partner abuse. The survey was open from February 7 to March 26, 2019, consisted of a maximum of 97 questions, and took, on average, ten minutes to complete. The survey was hosted on SurveyMonkey and was completely anonymous. The goal was to survey at least 600 USC Upstate students which would constitute ten percent of the total student body population.

In the survey, questions were asked which related to the four topics of bystander intervention, stalking, alcohol and sexual assault, and intimate partner abuse. Methods in which the questions were asked included open-ended, closed-ended, and matrix questions. Specific to bystander intervention, there were also questions which included scenarios. This was done in order to determine variations in rates of intervention depending on differences in situations. In the scenario questions, there were open-ended and closed-ended questions in conjunction with one another as I asked if a person would intervene in a given situation, and if they answered yes, I would have them describe exactly how they would intervene. This gave useful information not only about when bystanders would intervene, but the methods in which they would intervene as well. I also used matrix questions in conjunction with the scenarios to determine the exact likelihood of someone intervening in certain situations.

The sampling method used for this survey is convenience sampling. Convenience sampling means recruiters recruit respondents based on who is around them. It is a method of non-random sampling which means not everyone has an equal chance of being selected. Since I used convenience sampling, this survey is entirely dependent on my environment because the people taking the survey are USC Upstate students. This is less scientific than other forms of sampling and leads to some groups being underrepresented. Some underrepresented groups in this survey include online students, business and nursing students, commuters, and non-traditional students. The reasons for these groups being underrepresented include not being on campus, not being on campus for extended periods of time, and being on different campuses. A major limitation of this survey is that the results are not generalizable to USC Upstate as a whole. Since convenience sampling was used, the results depend on my environment, and thus, the findings cannot be generalized to the student body.
4. Results

A total of 350 USC Upstate students took the survey concerning experiences of dating and sexual violence, which is approximately 5% of the total student body population. Approximately 81% of those who took the survey were female while only 19% were male, which means the male portion of the USC Upstate student body is underrepresented in this survey. Of those who took the survey, 51% were white and 35% were African American. The total student body population is 56% white and 28% African American, so the survey contained a higher percentage of African American respondents and a lower percentage of white respondents compared to the total student body. Additionally, 34% of respondents were juniors and 29% were seniors which means freshmen and sophomores were underrepresented in the survey.

One finding specific to bystander intervention dealt with how often students attend parties. When asked how often they attended parties on USC Upstate’s campus and student-affiliated housing, 62% of respondents said never and 29% said only 1-2 times per month. Of those who did attend parties, 51% said they always see alcohol and 25% said usually. This is important as it relates to my open-ended questions regarding intervention and intervention methods as alcohol is a factor that can inhibit and impact bystander intervention. This prevalence of alcohol at parties can possibly lead to an increase in instances of sexual violence and a decrease in rates of bystander intervention, as shown in a response to a question concerning the sexual assault incident the respondent had witnessed on campus. The respondent indicated that they watched an intoxicated girl being carried into a room containing three male members of an athletic team. The respondent noted that “No one tried to intervene or help the victim. I didn't and I feel bad about it. I hope she is doing ok and they did not hurt her.” This narrative shows the deleterious impact of alcohol on sexual violence and on rates of bystander intervention as nobody tried to intervene, possibly due to being intoxicated.

Another major finding specific to bystander intervention concerned rates and likelihood of intervention. When given a scenario, respondents on average were more likely to intervene in some manner than to ignore the situation. This was true for all scenarios given in the survey. Such scenarios included: a woman getting too drunk at a party, a man getting too drunk at a party, a woman passing out alone at a party, a man passing out alone at a party, a woman being sexually assaulted at a party, a man being sexually assaulted at a party, and other similar scenarios regarding negative behaviors at a party that could require intervention from bystanders. For example, in the scenario of someone putting something in another person’s drink, only 2% of respondents said they would ignore the situation with 91% saying they would try to stop the behavior/help the victim and 41% saying they would call campus police. Respondents could choose multiple methods of intervention for a given scenario, but the fact that respondents felt inclined to intervene across the board remains. In the scenario of a woman passing out alone at a party, 4% said they would ignore the situation while 83% said they would try to stop the behavior/help the victim. In addition, in the scenario of a man getting too drunk at a party, 64% of respondents said they would try to stop the behavior/help the victim compared to only 16% who said they would ignore the situation. These few examples of the various scenarios included in the survey reflect that respondents were more inclined to intervene in a given situation than ignore it, regardless of the severity of the situation or the gender of the victim.

These findings are corroborated by responses given to open-ended questions. These open-ended questions discussed how the respondent would intervene in a given situation. This gave us information concerning the methods of intervention by USC Upstate students which tied into the rates of intervention discussed in the scenarios mentioned previously. In the open-ended situation of a person slipping something into another person’s drink, 194 respondents said they would “warn the owner of the drink”, 28 said “they would throw the drink away” and 23 said they would “confront the perpetrator”. In response to the open-ended situation of a person being
followed to their car in a dark parking lot, 111 respondents said they would “call the police.” Approximately 66 respondents said they would “follow the perp/victim” and 43 said they would “watch the situation.” In contrast, only 9 respondents said they were “not sure” or would “do nothing”. In response to the open-ended situation of hearing someone talking about getting another student drunk in order to have sex with them, 116 respondents said they would “tell the person,” 35 said they would “confront the perp,” and 25 said they would “report it.” Only 8 respondents said they were “not sure” or would “do nothing”. These responses to open-ended questions concerning situations also shows that respondents are, in some cases, much more likely to intervene in a given situation than merely ignore it.

Another finding specific to bystander intervention was that respondent rates of intervention differed based on the gender of the victim. When respondents were given options of “ignore it,” “tell others what you saw,” “try to stop the behavior/help the victim,” and “call the police” in conjunction with a given scenario, intervention rates were higher when the victim in the scenario was female. For example, in the scenario regarding someone getting too drunk at a party, 11% said they would “ignore it” when the victim was female, while 16% said they would “ignore it” when the victim was male. About 77% of respondents said they would “try to stop the behavior/help the victim” if the person getting too drunk at a party was female compared to 64% giving the same response to a man getting too drunk at a party. This pattern is reflected across all scenarios where the gender of the victim is specifically mentioned. In the case of someone being passed out alone at a party, 4% said they would “ignore it” and 83% said they would “try to stop the behavior/help the victim” when the victim in question was female. In the exact same case but with a male victim, 9% said they would “ignore it” and 70% said they would “try to stop the behavior/help the victim.” That means twice as many respondents would ignore the given situation if the victim was male than if the victim was female. In the case of someone being sexually assaulted at a party, 1% of respondents said they would “ignore it” if the victim was female compared to 3% with a male victim, and 76% said they would “try to stop the behavior/help the victim” if the victim was female compared to 71% with a male victim. These questions show that while respondents are more likely to intervene in a given situation than ignore it, the gender of the victim plays a role in their decision to intervene with higher rates of intervention corresponding with situations with a female victim.

A final finding concerns bystander intervention rates and responses of others when someone does intervene. In response to an open-ended question asking the respondent to describe the incident of witnessing someone abusing their partner on campus, a respondent indicated that they lived off campus in an apartment complex convenient to campus for their sophomore and junior year. During that time, three girls lived across the hall from the respondent. The respondent and their roommate heard someone knocking on their door for five minutes. The respondent looked out the peep hole and “watched the man knocking kick their door in and run in and start hitting one of the girls. There was a lot of screaming and hitting and we called the police and tried to video evidence. We would had gotten involved to get him off her, but her roommate was and we heard someone getting tased. He seemed very violent so we felt it was best to try and help the way we could, because if we all got hurt then nobody could help her.” The respondent also indicated that apartment administrators “never once addressed it. We filed police reports, but he fled the scene before they arrived.”. This account shows that respondents in the survey want others to do something when they make the decision to intervene in a situation. This respondent decided to intervene in this situation by calling the police and attempting to get video; however, the apartment administrators never addressed the incident. This can have a negative impact on intervention rates as this person could decide not to intervene in a similar situation in the future due to another party failing to do their due diligence previously. This response shows that respondents want incidents to be followed up on and addressed when they do make the decision to intervene. Failure to do so could cause lessened rates of bystander intervention in the future.
which could lead to serious problems like an increase in sexual assault incidents and increased victimization for victims of such incidents.

5. Conclusions

In conclusion, respondents of this survey generally do not go to parties and chose to intervene instead of ignore a given situation, regardless of the situation or victim. Respondents also showed an increased rate of intervention in situations with a female victim. These findings were reflected both in quantitative data concerning intervention methods in a given situation and qualitative open-ended responses to given scenarios and personal anecdotes. This shows that USC Upstate students who responded to the survey are inclined to intervene, which can help to prevent future sexual assault incidents from occurring. The imbalance in intervention rates when it came to the gender of the victim suggests more can be done about recognizing males as victims in situations with typically female victims.

While the results showed that most respondents did not go to parties, those who did usually or always saw alcohol at these parties. This can be a barrier to intervention as intoxication can put victims at higher risk of sexual assault and it can prevent bystanders from recognizing a situation as being potentially harmful. This is reflected in the narrative given by a student that discusses a girl being carried into another room by a group of athletes as the intoxicated bystanders failed to intervene.

While these findings are important, they are not generalizable. This survey utilized non-random convenience sampling in order to recruit respondents. This means the results were entirely dependent on those who were around me, which means multiple groups are underrepresented. Some groups that are underrepresented in these findings are online students, international students, commuters, and other additional students. This is because these students are not on campus often, or sometimes at all, which means they were extremely unlikely to be recruited to take part in the survey. Because of this, my results cannot be applied to the overall student body population of USC Upstate. However, the results are still important as they provide useful information that relates to previous academic literature and provides useful statistics and narratives for the university and SAFE Homes Rape Crisis Coalition.

Some of the findings corroborate the findings of previous academic literature. While I did not look at how alcohol impact rates of bystander intervention, as it would be impossible for respondents to answer such a question, narratives given in responses to open-ended questions gave insight into its impact. The story given by a respondent concerning three male members of a sports team carrying a girl into another room and nobody doing anything because they were intoxicated corroborates previous studies like [5], [11]-[12], who found that bystanders are less likely to intervene if under the influence of alcohol. This differs from research done by [10], which suggests that alcohol causes an increase in rates of intervention due to “liquid courage” causing bystanders to feel more confident in their abilities. In terms of gender, previous academic literature focused on the gender difference in terms of which gender intervened more frequently which led to inconclusive results. While they focused on the gender of the bystander as having an impact on intervention, previous academic literature did not focus on the gender of the victim as having an impact on intervention.

Finally, this research contains recommendations for not only USC Upstate but others in the community such as SHRCC. One recommendation specific to USC Upstate is to listen to bystanders’ accounts when they intervene and follow up on issues they discuss. One narrative discussed how apartment administrators failed to address an incident that occurred in which a bystander intervened by calling police and by getting video of the incident. Due to apartment administrators failing to address the issue, this person and others could refrain from intervening
in the future as they could feel like the incident will go unnoticed if they intervene or not. This decreased intervention could lead to an increase in harmful situations and possibly sexual assault incidents. Addressing issues brought up by bystanders, whether they intervene or not, is imperative to dealing with the larger issue of sexual assault. A recommendation for USC Upstate and SHRCC is to increase bystander intervention efforts and to specifically focus on educating people on situations where males are victims. This research demonstrated that bystanders are less likely to intervene when the victim is male which could be attributed to bystanders simply not recognizing males as potential victims. Increased educational efforts would help to show that males can also be victims and help bystanders recognize situations in which males are potential victims. Overall, increasing educational efforts concerning recognizing harmful situations for both males and females would prove fruitful in the effort to reduce sexual assault incidents.

6. References

Migration to America from Germany: Effects of Relocation on Identity

ALISA CONRADY I initially became involved in this faculty-mentored undergraduate research project when I was enrolled in Dr. Lorenz’s German literature course on migration. Having migrated to the United States from Germany as a teenager, I have always been interested in the effects this transition can have on an individual’s identity formation and I learned a lot throughout the course that I was able to relate to. Our project was unique because there is a lack of research on this topic that utilizes this specific population. My favorite part of the data collection process was learning from other people, hearing their stories, and being able to share my own.

I can only advise other students interested in conducting research to pursue these opportunities. When I think back on my time at the University of South Carolina Upstate, I especially cherish working with and learning from so many caring professors. The communication and collaboration skills I was able to develop throughout the research process have helped prepare me for my future and will have a positive impact on my career.

I am currently attending Appalachian State University, where I am going into my second year in the Master of Arts and Specialist in School Psychology dual-degree program. Some of my extracurricular activities include reading, spending time with my parents and brothers whenever possible, and learning to cook authentic dishes from around the world.

ALEXANDER LORENZ holds a Ph.D. in Germanic Studies from the University of Texas at Austin. His interdisciplinary research is situated in the fields of Second Language Acquisition, Applied Linguistics, and Educational Psychology. He joined the USC Upstate faculty in 2018. Dr. Lorenz recently published in System, an International Journal of Educational Technology, and Applied Linguistics and Unterrichtspraxis/Teaching German, a journal devoted to the improvement and expansion of German teaching in the United States. He presents his research at local and international conferences. He praises Alisa’s academic dedication, attention to detail, and ability to adjust to nuanced research.

ABSTRACT. The number of international migrants worldwide has been growing rapidly in recent years, reaching 258 million in 2017, including an estimated 25.9 million refugees and asylum seekers [8]. In the second half of the 19th century, around 90% of migrant flow led to the United States and at one point, the German-born population of the USA was the second largest population group [1]. Today, German migration to the United States is still quite prevailing due to a number of different factors [5]. This study is specifically concerned about the effects of relocation on an individual’s identity and whether or not there are differences found in individuals who have permanently relocated, as opposed to those who have relocated on a temporary basis. In order to answer these research questions, seven migrants from German-speaking countries were interviewed using a list of 13 questions as the main data collection instrument. Content analysis of the results indicated three main implications on an individual’s identity due to relocation to the South Carolina Upstate. Additionally, responses from interviewees suggested differences in experiences between individuals relocating permanently compared to those moving to the SC Upstate on a temporary basis.
practices. Her study required her to learn about interviewing techniques, create replicable data collection instruments, and learn about qualitative data analysis.

1. Introduction

Migration refers to the permanent change of residency by an individual or a group of people from one location to another and can occur within a country as well as on a global scale [7]. The United Nations (UN) estimated that in 2005, there were an estimated 200 million international migrants worldwide, including an estimated nine million refugees [6]. The number of international migrants worldwide has continued to grow rapidly in recent years, reaching 258 million in 2017, including an estimated 25.9 million refugees and asylum seekers [8]. Migration can oftentimes be voluntary in nature, but in some cases, migration is forced [5]. There are countless reasons that lead individuals to leave their homes and relocate to other countries. These reasons are more commonly known as “push” and “pull” factors. Politics, the economy, war, an absence of needed resources, hatred, environmental factors, or a lack of adequate education are all potential factors that can “push” someone away from their homeland. Political and religious freedom, growth opportunities, peace and security, as well as equality include some of the factors that attract migrants and “pull” them towards a country deemed more desirable.

Migration in the German-speaking countries has not always been peaceful. Throughout German history, people have moved across borders, but borders have also moved over people; minorities became majorities, majorities became minorities, and natives became strangers in their own land [1]. Continental emigration to Germany, and eastern or southeastern Europe generally, was dominant from the mid-18th century up until approximately the mid-19th century [1]. Afterwards, transatlantic emigration was directed chiefly to the United States. In fact, in the second half of the 19th century, around 90% of migrant flow led to the United States and at one point, the German-born population of the USA was the second largest population group [1]. Today, German migration to the United States is still quite prevailing due to a number of different factors. For example, academic as well as athletic scholarships draw a younger population of German students to the United States. Additionally, with over 3,700 different headquarters and branch offices of German subsidiaries located within the United States, employment opportunities are plentiful for German workers wanting to relocate to the United States [4]. While opportunities for German individuals are ample within the United States, the relocation could have crucial implications on the individual’s identity. The purpose of this study is to capture the implications of relocation on one’s identity.

Previous research conducted by psychologist Erik Erikson has developed a construct of identity that has become the principal tool for understanding the development of personality from adolescence into adulthood and beyond [2]. Identity can be defined as an inner wholeness. In order to experience this wholeness, one must feel a progressive continuity between what the individual has come to be during his or her past and that what the individual promises to become in the anticipated future [3]. Individually speaking, identity is a unique product, which can under certain circumstances lead to a crisis [3]. Circumstances that can contribute to an identity crisis vary greatly among different individuals and cultures. In the present study, the difficulties experienced after migrating from Germany to the United States and the ways in which this can implicate individual identity are focused on.

For the purpose of this study, seven separate case examinations were conducted, encompassing individuals who have relocated to the United States permanently, as well as temporarily. Content analysis determined themes, concepts, or specific words within subjects’ responses in order to answer the following two main research questions:

1. Does relocating from one country to another have lasting implications on an individual’s identity?
2. Can differences be found in responses by individuals who have permanently relocated, as opposed to individuals who have relocated on a temporary basis?

2. Methods

Participants
A total of seven subjects participated in this study, three females and four males. All of the subjects were Caucasian, with varying occupations, educational backgrounds, and ranged in age from 21 and 72. “Subject 1” was a white female in her forties, who migrated to the United States from Ukraine 22 years ago. “Subject 2” was a white male exchange student in his twenties, who temporarily moved to the United States from Germany several weeks before the study took place. “Subject 3” was a white male dual-citizen (German-American) in his twenties, who was born in Germany and relocated to the United States 10 years prior to this study, at the age of 10. “Subject 4” was a white male doctoral-student in his thirties, who relocated to the United States from Germany to conduct research on a temporary basis. “Subject 5” was a white male professor in his seventies, who was born and raised in Hungary, temporarily forced to relocate to Germany, and migrated to the United States when he was in his twenties. “Subject 6” was a white female dual-citizen (German-American) in her twenties, who was born in Germany and relocated to the United States 10 years ago, at the age of 14. Lastly, “Subject 7” was a white female American in her fifties, who lived in Germany for over four decades and relocated to the United States 10 years ago, at the age of 45.

Instruments and Data Collection
To study experiences of migration to the US, all of the subjects in the study were asked questions from an itemized question inventory (see Appendix) while being interviewed or sharing their stories. The researchers developed this question inventory. Item 1 of the question inventory asked about country of origin, in order to establish background information. Item 2 of the question inventory asked subjects to recall their impression of the United States while growing up, in order to compare it with the impressions he or she currently holds. Other items of the question inventory asked subjects to compare life in the United States with life in their home country (e.g., “In your opinion, what are some of the fundamental differences between America and your home country?”). Subjects were asked about specific aspects and objects that they missed and if there were aspects about their new lives that they found to be particularly positive or negative (e.g., “Which aspects of life in the United States do you enjoy the least?”). Subjects were also asked about their expectations of life in America and the adjustment process (e.g., “How long did it take until you were able to say that you had adjusted to your new life?”)

Content analysis was used to determine the presence of themes, concepts, or even specific words within subjects’ responses. Each subject shared his or her personal experiences, beginning with life in their home country, the reasons and circumstances that led to the move to the United States, and what life was like after migrating. Subjects included positive and negative aspects of the adjustment process, what particular elements he or she struggled with or continues to struggle with, and what features of their old lives are absent in their new lives.

3. Results and Discussion

“Subject 1” relocated permanently to the United States from Ukraine 22 years ago. She relocated after meeting and marrying her husband, who is American and resides in South Carolina. “Subject 1” grew up in Kiev, the capital city of Ukraine. The subject mentions that she was in shock upon relocating to the United States, due to the vast differences between the city of Greenville and the city of Kiev. Some of the negative aspects of life in the United States that made
it hard for her to adapt were the lack of a public transportation system, the language barrier, strong Southern accents that were hard to understand, her rural home not having enough people around to socialize with, and the food being very caloric and high in fat content. She mentions having a difficult time and that it took five years to get adjusted to her new life, because her expectations of America were not met and that she frequently felt very disappointed.

“Subject 2” relocated temporarily to the United States from Landshut, Germany, several weeks before the study took place. He was an exchange student who temporarily relocated for academic reasons and planned to return back to Germany upon earning his Baccalaureate degree. The subject mentions that it took only a short period of time for him to get adjusted to life in the United States, due to the strong support system he feels he has in place. While he also does not like the fact that there is no public transportation system in the Upstate, he has friends who can give him rides or lend him a car when needed. He mentions that he does not enjoy the fact that he cannot safely ride his bike, as is commonly done in Germany. “Subject 2” is not a fan of urban life and mentions that he can therefore see himself living in the Upstate area. He also mentions that while many of the food options he is exposed to are unhealthy, he enjoys eating them nonetheless.

“Subject 3” relocated permanently to the United States from Germany. Growing up, his impression of the United States was extremely favorable. This was largely based on American movies and music he was exposed to. He relocated to the United States in 2008, at the age of 10. The circumstances of his relocation were due to his family immigrating to South Carolina. The subject mentions that it took less than a year to adjust to his new life. Some of the aspects that made it difficult for him to get used to life in the United States were the language barrier he experienced at first, which he explains made it hard for him to make new friends and form new connections. He also mentions having a hard time adjusting to his new life because he misses friends and family, who are back in Germany.

“Subject 4” relocated temporarily to the United States from Germany in the year of 2018. The circumstances that led to his relocation were occupational, due to him being employed by a German university and conducting research at an American university located in Chicago. Aspects mentioned by the subject that made it difficult for him to get adjusted to life in the United States were the place of residence at the university, the unhealthy food choices available to him, and the fact that he misses his friends and family members back in Germany. Due to the subject residing in a large city, he did not experience any issues getting from place to place, since the city of Chicago has a well-established public transportation system in place. The aspects of life in the United States he enjoyed the most included the ability to see a wide variety of cities and landmarks. The United States is a much larger country compared to Germany and he is able to visit all major cities and landmarks via plane on the weekends.

“Subject 5” relocated permanently to the United States from Germany several decades ago. The subject was originally born in Hungary and raised in a small farming community. He was expelled from Hungary and forced to relocate to Germany after the Second World War, due to him and his family being considered ethnic German. The subjects’ family decided to move from Germany to Ohio 10 years later, when the subject was in his teens. Some of the aspects that made it difficult for the subject to adjust to his new life in the United States were the issues he experienced with the unfamiliar measuring system used in America, the fact that he did not have the proper level of education to get the occupation he wanted, and the fact that he missed his family members back home. The subject mentions that once he adjusted to his new life, he was more successful than he could have ever been in his home country and that he does not experience any regret about the decision to relocate. He also explained that if he had the opportunity to permanently return to his country of origin, he would not take it, but that he does sometimes return to visit.

“Subject 6” relocated permanently to the United States from Germany in the year of 2008, at the age of 14. The circumstances of her relocation were due to her family immigrating to South Carolina. The subject mentions that she had a very difficult time getting used to her new life and
that it took several years for her to become fully adjusted. Some of the difficulties experienced by
the subject were the language barrier, the large size of her high school, the fact that she missed
her friends and family back home, and that she was not able to get around due to the lack of
public transportation in South Carolina. Aspects that were missing from her current life that she
was able to have in her country of origin included various food options, as well as several holidays
and festivities that are not celebrated in the United States.

“Subject 7” relocated permanently to the United States from Germany 10 years ago, at the
age of 45. The reasons for her relocation were due to her family immigrating to South Carolina.
The subject mentions that she had an extremely difficult time getting used to her new life in the
United States and that she still does not feel fully adjusted. Some of the factors that contributed
to this difficult time were the language barrier, the unhealthy food options, the complications
experienced while searching for a new home and work, and the fact that she missed her friends
and family members back home. She also mentions experiencing difficulties forming new
friendships. The aspect that she enjoys the most about life in the United States is that the
relocation has allowed her to become much closer with her family, a bond she feels she would
not have been able to have in Germany. The subject also mentions that she has opportunities in
the United States that she would not have had in Germany, including the fact that she was able
to attend college and earn a degree as an occupational therapist and reentered the workforce
after being a stay-at-home-mom for well over two decades.

The goals of this study were to identify the effects of relocation on an individual’s identity and
whether or not there are differences found in individuals who have permanently relocated, as
opposed to those who have relocated on a temporary basis.

The results of the content analysis of all seven participants indicated that relocating from one
country to another, in this case the South Carolina Upstate region, does indeed have lasting
implications on an individual’s identity (RQ1). The implication that had the largest effect on the
subjects’ identities was understandably the fact that subjects missed their friends and family
members in their home countries. Secondly, nearly all subjects experienced difficulties due to the
lack of an adequate public transportation system. Lastly, another factor that was mentioned
frequently and made it difficult to adjust to the participants’ new lives, was the overwhelmingly
unhealthy food options. Given these insights, it can therefore be inferred that relocating from one
country to another can potentially have lasting implications on an individual’s identity.

Research question 2 inquired about differences in responses by individuals who have
permanently relocated as opposed to individuals who have relocated on a temporary basis.
Overall, it appeared that subjects who relocated to the United States temporarily had an easier
time adjusting to their new lives and experienced fewer difficulties, as opposed to the subjects
who relocated permanently. It can be inferred that their identity was impacted less. This could be
because the subjects who relocate temporarily are aware of the time-limited nature of their stay
and therefore want to make the most of it and do not want to spend time worrying about the
negative aspects related to their move. Relocating permanently can also be considered more
stress-inducing, which could explain why a lot of the individuals that relocate on a permanent
basis experienced greater difficulties and took a longer time periods to adjust.

4. Limitations and Future Directions

The present study has several limitations, one consisting of the small sample size. Future
research should examine the permanent or temporary relocation from Germany and its effects on
an individual’s identity, utilizing a larger sample size. Another limitation of this study is that
arguments made are based solely on the 12-item questionnaire. In the future, a more extensive
questionnaire should be utilized, encompassing a wider range of inquiries.
Perhaps the most predominant limitation of this study is that it is low in ecological validity. Case studies by nature make it difficult to generalize findings to the broader population. Hence, correlations are possible; however, it is difficult to draw conclusions. Future research should conduct a large scale field study to precisely establish the ways in which relocating from Germany to the United States can impact identity and the level to which this differentiates between permanent and temporary relocations.

Relocating from one country to another is not an easy experience and as seen by the results of this study, it can have lasting implications on an individual’s identity. While results differ upon the nature of the relocation, permanent or temporary, the most frequent difficulty experienced by individuals is the fact that they are separated from friends and family back home.

5. References


6. Appendix

Question Inventory:
1. What is your country of origin?
2. What was your impression of the United States when you were growing up?
3. At what age/what calendar year did you relocate to the United States?
4. What were the reasons that led to your migration to the United States?
5. Did you move to the US in a permanent or temporary basis?
6. How long did it take until you were able to say that you had adjusted to your new life?
7. What is your current impression of the United States?
8. Are there aspects you wish you could change about your new life in the United States?
9. In your opinion, what are some of the fundamental differences between the United States and your country of origin?
10. Which aspects of life in the United States do you enjoy the most?
11. Which aspects of life in the United States do you enjoy the least?
12. What is missing from your current life that you were able to have in your country of origin?
13. If you had the opportunity to permanently return to your country of origin, would you take it?
Major Depression an Epidemic in the United States of America and Costa Rica

**ABSTRACT.** According to the World Health Organization, Major Depression is one of the most common mental health disorders worldwide affecting more than 264 million people and continues to increase in Costa Rica (CR) and the United States of America (USA). Major Depression affects approximately 210,808 (4.7%) of adults living in CR, and is the fifth cause of disability. In the USA, approximately 17,491,047 (5.9%) of adults live with Major Depression which is one of the leading causes of disability. The purpose of this study was to compare the influence of environmental and social factors on Major Depression among patients in Costa Rica and the United States of America. A comparison of environmental and social factors was made at six sites; one community health center in Costa Rica, one hospital in the United States of America, and two residential facilities in each country. Florence Nightingale’s Environmental Theory was the framework for the study. Ethnography was used to collect data with open-ended interviews and observation of individuals in their natural environment. Additionally, two windshield surveys conducted in Costa Rica and the United States of America were used to collect environmental data. The results of the study suggest that environmental and social factors have an influence on treatment and rehabilitation of patients with Major Depression in Costa Rica and the United States. The combination of environmental and social factors influenced the treatment and rehabilitation of patients with MD in CR more than in the USA.

**NIYONU MCDOEWELL-WHARTON** as an RN to BSN student at USC Upstate, I was excited and honored to have the unique experience of participating in a faculty-mentored undergraduate research project. The project included international travel to Costa Rica with the entire two-week stay dedicated to gaining insights into the country's culture and the impact of nursing on Costa Rican citizens. The primary reason for getting involved in the project was to increase my knowledge and cultural competency of Costa Rican lifestyles and traditions, and to travel abroad. After a few days of being immersed in the country's culture, visiting Costa Rica's largest university and nursing school, and interacting with nurses and patients in hospitals, clinics, and mental health facilities, I became intrigued about similarities and differences in nursing in Costa Rica and the United States of America.

The favorite part of my research experience was getting first-hand experience and insight into the culture of mental health in Costa Rica with a focus on patient diagnoses, pharmaceutical and non-pharmaceutical treatments, and the importance of environment on mental health. In particular, I became interested in the topic of depression and trending rates of depression in Costa Rica. Participation in the faculty-led research project enhanced my personal growth and career as a nurse. The experience is irreplaceable. The project has made me more culturally sensitive as a nurse and has heightened my desire to continuing to conduct research in nursing.

I look forward to being involved in additional research projects and also encourage students to participate when the opportunity to do so presents itself. I have always loved the exposure to other cultures, traveling, and reading. Now, I will intentionally merge my hobbies on behalf of research.
COLLEEN KILGORE, is Assistant Professor in the Mary Black School of Nursing; she started her position at USC Upstate in 2016. Dr. Kilgore received a Ph.D. in Nursing & Research from Florida International University. In addition, she earned two Master’s degrees from Emory University – one in Nursing Sciences and one in Public Health. Dr. Kilgore is an experienced Family Nurse Practitioner. Her research focuses on the impact of demographic, cognitive, behavioral, and biological factors on the health outcomes in pre-menopausal and menopausal African American women living in rural South Carolina.

Dr. Kilgore has published a book entitled “Menopause, Rurality and Obesity in Rural African American Women” (http://www.amazon.com/dp/B01LWPXO9A). Dr. Kilgore has presented her research nationally at the National Black Nurses Association and the Southern Nurse Research Society; regionally at the South Carolina Upstate Research Symposium and the University of South Carolina’s Women Health Research Forum; and locally at the Upstate Nurse Practitioner Association. She has also delivered a sermon at a local church in Greenville, SC. Dr. Kilgore is Jamaican by birth and grew-up in the United Kingdom. She has lived in West Africa and travelled extensively in Europe, the West Indies, and both Central and South America.

Niyonu McDowell-Wharton was passionate about conducting research focused on major depression, the topic of her final paper for the International Community and Public Health Nursing program, which is study abroad program to Costa Rica. The group was unaware that she had buried her son weeks prior to our departure. Yet, during and after the program, Niyonu interacted well with her peers and the Costa Rican people, completed assignments, and cheerfully shared her knowledge with novice nurses. Her personality, work ethic, and caring nature are factors that illustrate why nursing remains a most trusted profession worldwide. It has been an honor to assist Niyonu and I am very proud of her tenacity to succeed.

1. Introduction

Major Depression (MD) is one of the most common mental disorders affecting more than 264 million people worldwide (World Health Organization [1]. “The proportion of the global population with major depression is estimated to be 4.4%” [2]. MD is an epidemic that affects individuals of different races, genders, and socioeconomic backgrounds throughout the world. According to the Centers for Disease Control (CDC), 17.3 million adults ages eighteen and older have had at least one major depressive episode in their lifetime [3]. Depression affects approximately 210,808 adults living in CR, 4.7% of Costa Rican population, and approximately 17,491,047 adults living in the US, 5.9% of American population [4]. Global studies show higher suicide rates in both CR and the USA for females with depression than males, and a rise in the rate of MD in the adolescent population ages 12 -17 years of age [3].

Although research has shown that MD is preventable for some and treatable for others [5], the number of diagnosed cases continues to increase [2]. MD, sometimes referred to as depression, is a common and serious medical illness characterized by cognitive and physical symptoms which persist for at least two weeks [6]. Cognitive and physical symptoms negatively affect how a patient thinks, feels, and acts. Symptoms may include: difficulty concentrating or making decisions, mood changes, sadness, fatigue, irritability, pacing, and decreased energy [7].

Research suggests that MD is a leading cause of disability worldwide, contributing to loss of patient income, missed workdays, and severe impairments that hinder or limit a persons’ ability to carry out activities of daily living [8]. Individuals living in Costa Rica (CR) and the United States of America (USA) are not exempt from the epidemic. In the USA, MD is the largest
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cause of disability affecting individuals ages 15-44 years of age [2]. In CR it is recognized as the fifth cause of disability affecting individuals 20-64 years of age [10].

Access to quality healthcare for persons with mental health disorders, including those with MD, is limited in CR and the USA. In both countries these facilities are located in metropolitan areas [11], which makes access for patients living in rural areas difficult [12]. The Equipos Básicos de Atención Integral en Salud (EBIAS), which in English means “Basic Teams of Global Health Care” and similar to community clinics in the USA, and both residential facilities visited in CR. The EBAIS Residencia de Convivencia Familiar Caminos de Esperanza (RCFCE) in Coronado and Internando in Santa Cruz are located in metropolitan areas of CR. Edenia Diaz Carrillo with Internando stated “muchas personas necesitan Internado pero hay solo viente tres personas aquí” which translates in English as: “many people need residential facilities (like Internado), but there are only twenty-three people here” (E.D.Carrillo, personal communication, May 2019). Similar phenomena occur in the USA, all three sites observed were located in metropolitan areas, these were: Patrick B Harris, a state mental health hospital (November, 2018), The Carolina Center for Behavioral Health, an inpatient and outpatient mental health facility (March, 2019), and The Whitten Center, a residential mental health facility (March 2019). Alexandra Rojas Varela stated that at of RCFCE majority of patients suffer from depression, some more severe than others (A.R.Varela, personal communication, May 2019).

In CR and the USA data suggests a positive relationship between environment and social interaction on depression that influences improved patient outcomes [13]. The framework for this study is the Environmental Theory of Florence Nightingale that posits that environment influences patients’ health and illness outcomes.

The purpose of this study was to compare the influence of environmental and social factors on depression among patients in Costa Rica and the United States of America.

The research seeks to answer the question: Do environmental and social factors have an influence on treatment and rehabilitation of patients with Major Depression in Costa Rica and the United States of America.

2. Methodology

Florence Nightingale, a nurse theorist, developed the Environmental Theory of nursing, which focuses on the unique needs of the patient as an individual [14]. The theory focuses on patient-care and addresses the unique needs of the patient as an individual and encourages manipulation of environmental factors according to the particular illness or severity of illness of the individual. Observation of the concepts of the Environmental Theory are ventilation and warming; light and noise; cleanliness of the area; health of houses; bed and bedding; personal cleanliness; variety; offering hope and advice [14,17].

Ethnography is a method that uses observations and interviews of individuals in their natural environment [16]. In this study we used observation and open-ended interviews with staff and patients focused on environmental and social factors influencing individuals with MD. Observational data on environmental factors were collected using questions derived from two windshield surveys, one each for CR and the USA. A windshield survey is a tool used in community and public health to gather observational data from the environment [18]. In the study it consisted of a visual overview and recording of the community while driving in San Jose and Guanacaste in and Cascajal, in CR; and in Anderson, Greer, and Clinton in the USA. These observations employed the three levels of Public Health that incorporates primary, to avoid occurrence of major depression; secondary, to prevent further complications; and tertiary, to rehabilitate patients. In this study only the tertiary level of prevention was employed. A number of Ethnographic observation questions were derived from windshield surveys in the six locations
and adapted to describe the trends and changes that affected the health of patients in CR and the USA.

One-on-one interviews were held with fourteen staff members including psychiatrists, social workers, educators, and nurses in both CR and the USA. Additional interviews were held in CR with two house mothers responsible for monitoring patient activities of daily living, at each residential site. In the USA, interviews were conducted with an interpersonal psychotherapist and two cognitive behavioral therapists. Literature reviews were conducted of relevant peer-reviewed articles indexed from (CINAHL, PubMed, Nursing and Allied Health Source, and CCSS) within the last five years. Keywords included: CCSS and Costa Rica, United States of America, World Health Organization, major depression, environmental theory, environmental and social factors, Florence Nightingale, depression, mental health epidemic, role of nurse in the quality and safety of patient care. Data from observations and interviews from these two countries were compared. Patients and staff in CR ad the USA were interviewed using questions on environmental and social factors. Staff interviews included questions such as: number of people diagnosed with depression in each facility, average length of patient stay, types of available non-pharmacologic treatments and medications used to treat patients with MD. Questions regarding environmental and social factors included: staff perception of environmental and social factors influencing patients with depression, level of patient-to-patient and patient-to-staff interaction, types of patient activities offered, patient participation in outdoor activities, patient responsibility for upkeep of living space, and patient duties.

Individual and group interviews were conducted with patients in residential and hospital settings in CR and the USA. Patients were initially asked for permission to be interviewed and observed performing daily activities for the entire visit. Questions asked of patients were brief as to not disrupt existing therapeutic treatments. For receptive patients, further questions asked included: types of favorite foods as well as indoor and outdoor activities enjoyed.

Data was collected in CR from one clinic and two privately owned residential mental health facilities. Equipos Básicos de Atención Integral en Salud (EBIAS), which in English means “Basic Teams of Global Health Care” (June 2019). The EBAIS is the first level of care in CR. These clinics provide both primary and preventative health care to all of the individuals in a community and is a facility similar to a community health center in the USA. Residencia de Convivencia Familiar Caminos de Esperanza, in Coronado (RCFCE) (June 2019), Internando, in Santa Cruz, (June 2019). Sites visited in the USA were Patrick B Harris, a state mental health hospital (November, 2018), Carolina Center for Behavioral Health, an inpatient and outpatient mental health facility (March, 2019), and The Whitten Center, a residential mental health facility (March 2019). At all six facilities, three in CR and three in the USA, I observed patient to patient, and patient to staff interactions, and patients conducting activities of daily living to include eating, washing clothes, playing games, and, social interactions among patients and staff. In both countries, I observed the following treatments used for patients with depression; interpersonal psychotherapy sessions, cognitive behavioral therapy sessions, group sessions, and educational trainings emphasizing coping skills which were treatments used for patients with depression.

In the facilities visited in both countries tertiary prevention measures were observed to be congruent with the Environmental Theory of Florence Nightingale. A comparison of environmental and social factors was made at six sites; two residential facilities in both countries, one community health center in CR, and one hospital in the USA.

3. Results

Results of the study suggested that the combination of environmental and social factors influenced the treatment and rehabilitation of patients with MD in CR more than in the USA. Residents of CR have the benefit of Universal Healthcare, which makes the financial burden for
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necessary treatments less cumbersome for patients and families. In the USA, although social factors are often separated from environmental factors, both influence patient outcomes. The USA spends more money per capita on healthcare than CR. Social factors such as high costs, and access to care negatively influence health outcomes [12]. Residents of the USA have a fee for service, and health marketplace system which in some cases do not cover mental health services and treatments.

According to the literature reviewed, Major Depression is one of the most common mental disorders estimated to affect more than 264 million people worldwide [1]. Elements of Florence Nightingale’s Environmental Theory were more evident in CR than the USA, as was the use of tertiary measures. It was observed that the physical environments, patient hygiene, patient treatments, and social interactions between patients, and patients and staff were different in CR versus USA. It was also noted that pharmacological therapy was the more prevalent treatment for depression in the USA. Although, mental health facilities observed in CR were much smaller than facilities observed in the USA, they were more open, airy and well ventilated, and well-lit, with lots of natural sunlight; living spaces were neat and clean, and smelled of fresh scents; upbeat music was played in common areas of the residences in CR, but not in the community health center I visited. Outdoor sitting and play areas were grassy, fenced in, and surrounded by local foliage. The house mother of each facility in CR, cooked fresh daily meals for residents and staff. The environment of mental health facilities in CR exuded love and a happy communal environment, where patients were eager to engage in activities offered. Despite observing excellent patient care provided to mental health patients in facilities observed in CR, improvements are still necessary to decrease MD statistics.

Prevalent treatment for depression in mental health facilities observed in the USA was pharmacotherapy. At all three facilities visited, the environments were not open and airy but were well ventilated, had adequate lighting; however, they seemed dim and dreary and lacked natural sunlight. Patient living spaces were neat and clean, did not smell fresh, and music was not played. Outdoor areas were used for recreational these were fenced in and had concrete floors, no greenery and mainly used for patients to smoke cigarettes. Unlike in CR, patients were clean, but most were not well groomed. Mealtimes in the USA were not social events, instead meals were served in a cafeteria styled manner with little patient-to-patient, or patient-to-staff interaction. Patients were often encouraged to participate in indoor activities, however only seemed to be engaged when it was time to go outside.

Results from interviews revealed that the majority of patients at the mental health facilities in CR and USA had depression, some more severe than others. Although, similar pharmacological medications were used to treat depression in CR and the USA, there were more types of medications available to treat depression in the USA. Differences were reported for use of non-pharmacological treatment and length of patient stay. Although in both countries, non-pharmacologic treatments included interpersonal psychotherapy, and cognitive behavioral therapy, in CR, the treatments were more unstructured, relaxed, and appeared less stressful. Length of patient stay varied from one week to eighteen years, with overall longer patient stays reported in facilities in CR.

Participants in both countries reported that environmental and social factors influenced patients with depression, however, observations in CR reflected relaxed, therapeutic environments, lots of natural sunlight less adherence to time constraints, and more patient-to-patient and patient-to-staff interaction as compared to the USA. Daily activities and routines occurred throughout the day and were required of all patients in each facility visited in CR and the USA, adjustments were made for patients who were unable to fully participate. Activities in CR and the USA included scheduled individual and group therapies, outdoor activities, games, arts and crafts, social time with other patients and staff, quiet time, and mealtime. Patients in both countries were responsible for the upkeep of their own bedroom; however, patients in CR were
encouraged to assist the house mothers with clean-up of the entire living space and outdoor areas, they also perform laundry duties according to their ability.

4. Conclusions

Both United States and Costa Rica had increased incidences of MD and are using Florence Nightingales’ environmental theory. With the increases of MD worldwide the application of Environmental Theory and adjunct pharmacotherapy can assist in the prevention and rehabilitation of persons suffering with major depression disorders. CR more than USA include environmental practices that are consistent with the environmental theory. The three levels of preventions were observed more in CR than in the USA. This may be because of the access to universal health care that was evidenced at every site visited.

Florence Nightingales’ Environmental Theory was an important part of treatment for patients with major depression in CR, and social interaction between patients, and patients and staff members was encouraged. Overall, patients with MD in CR seemed more content, happier, and engaged than patients with MD in the USA. Suggested improvements include: CR should consider increasing safety measures when patients are traveling outside the facility, and the USA should include more of environmental therapy practices in the treatment of MD patients. Further research is needed with long-term follow up to strengthen the evidence.

Though the US and CR differ geographically, both countries have enough similarities that link the onset of major depression to similar contributing factors to include: genetics, lack of social support, divorce, broken families, lack of access to quality mental healthcare, and negative stigmas by the population towards mental health [1].

5. Acknowledgements

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6. References


The Other Women: A Look at Bent-Gender and Traditional Womanhood in The Woman in White

HARRISON McGINNIS

I reached out to Dr. Godfrey about the possibility of assisting her with research after she breached the subject in class one day. From there, I began combing through archives to assist with the research process for her new book. Dr. Godfrey’s work on the economics and power dynamics of Victorian marriages was fascinating to me, as I’d never read Victorian literature through the lenses that her research offered. Exploring more of these relationships through research into primary documents from the era provided me a hands-on opportunity to understand literature I loved in new lights. The research assistantship I completed with Dr. Godfrey also gave me a good look at the minutia of graduate level research; should I attend graduate school, this experience will greatly bolster my confidence in my own abilities to keep up with the pacing and my skills in highly concentrated research topics. My advice to other students interested in conducting research: be committed, understand beforehand the workload that you are signing up for, and then, of course, have fun. For me, student research was an incredibly rewarding experience that taught me much about myself and about what I want from my future in academia. Besides researching Victorian marriage, I spend a lot of time reading novels and poetry, writing creatively, and watching films.

ESTHER GODFREY

I earned my Ph.D. in English from the University of Tennessee in 2005 and came to USC Upstate in 2008 to teach nineteenth-century British literature in the unit of Languages, Literature, and Composition. I am also an affiliate faculty member of the Center for Women’s and Gender Studies, and I serve a Director of Composition and facilitate the PREFACE first-year common book program.

ABSTRACT

Assertions and reassertions of traditional gender roles for men and women alike abound in Wilkie Collins' sensation-fiction novel The Woman in White. These gendered roles, and particularly, the consequences of Collins’ characters at times taking up and at times rejecting these prescribed roles frequently direct and alter the course of the narrative. Structured in epistolary style, the novel follows the life, marriage, presumed death, and re-establishment of one Laura Fairlie (a.k.a. Laura Glyde, Laura Hartwright). The fair and gentle Laura remains the novel’s primary source of correct and proper femininity, and by extension, embodies correct and proper expression of the larger concepts of gender and socially constructed gender roles. Trouble and the troubling of gender within the novel comes, then, not from Laura, but by the cast of characters that surround her.

The tradition of gender-bending in literature, if given only cursory glance, can often be taken for granted as an inherently progressive technique, but I will argue here that Collins deploys gender bending for more malevolent purposes. A conversation between Marian Halcombe and the Countess Madam Fosco that references the Women’s Movement illuminates Collins’ interest in a bent femininity, and by historicizing the activity of early feminism and the Women’s Movement in the mid-Victorian age and by tracing the arcs of these two characters that are in proximity with the “advoca[cy of] the Rights of Women”, readers see the technique of bent gender used ultimately to reaffirm and reestablish traditional gender roles that reify the longstanding power of the patriarchy and exemplify Victorian men’s growing fears of the changing roles of women.
have published in a number of journals, including SEL, The Wilkie Collins Journal, and Genders. In addition, I regularly attend national and international conferences on Victorian literature and gender studies such as Dickens Universe, Victorians Institute, and the Interdisciplinary Nineteenth-Century Studies Association. I was an invited speaker at the Women's Rights Empowerment Network (WREN) 2019 conference, where my talk focused on issues of gender and spatial privilege. My first book, The January-May Marriage in Nineteenth-Century British Literature, was published by Palgrave in 2009. Currently, my scholarship looks at various types of “problem” marriages in Victorian literature and culture, including child marriages, interracial marriages, and second marriages. I argue that these unions undermined the stability of marriage as a social institution.

Working with Harrison over the last couple of years has been my pleasure. This work highlights his ability to use gender theory to bring out nuances in nineteenth-century literary texts. The Victorians are well known for their social rules and sexual repression, but novels like The Woman in White reveal that Victorians liked to push the boundaries of gender identity and expression.

1. Introduction

For Victorian audiences, gender-bending, even in the context of literature, verges on scandal. To reinforce traditional ideas of gender roles, then, Collins takes the most direct path of action: giving the villain of the narrative questionable or variant gender expression. However, in The Woman in White, both villain and friend alike flicker back and forth between the safety of traditional Victorian gender roles and the less certain, more deviant territory of gender-bending. Most of Collins’ gender-bending lies with his antagonists, sometimes clearly marked as with the feminine quirks of Count Fosco and sometimes more subtly coded in socioeconomic structures, as with the emasculation of Walter Hartwright through an increasingly unstable class standing and reliable income [4]. The evident villainy of these gender-bent characters is precisely why the masculine nature of the heroine and dearly loved sister of Laura, Marian Halcombe, is such a significant move; with the lines of gender now blurred, the question of friend or foe begins to blur as well. The correct context for gender is clear, and so with Marian Halcombe then, Collins seems to ask his readers precisely how they plan to trust a gender-bent character.

2. Analysis of Collins’ Rhetoric

With a comparison of the characters of Marian Halcombe and Madame Fosco, he answers his own question; Collins tightens his critique of gender-bending to a blow against mid-century feminism via conversation between these two women. From the moment she enters the story, Marian Halcombe is characterized as masculine. In her introduction to the narrative, Marian Halcombe is seen by Walter Hartwright only posteriorly, Hartwright voyeuristically admiring and describing her form; that is, until she turns around, and hartwright spends as many words detailing how he is repelled by Halcombe’s face as he used to objectify her body. Beyond her initial entrance into the novel, Marian Halcombe is colored masculine in other ways, often detailed as having temperaments of that of a man. After taking insult from her sister’s husband, Marian displays one of many of these moments throughout the novel, saying, “If I had been a man, I would have knocked him down on the threshold of his own door, and have left his house…” [2]. To Victorian audiences, such flagrant disregard for propriety might have flown in the face of Halcombe and red-flagged her as troublesome traitor to her gender, despite the gravity of her brother-in-law’s
injustices towards her. In crafting the character of the Countess, Collins gives readers ground for comparison between friend and foe, and casts the two women and the definitions of their femininity into a narrative-long contention.

While the Countess is not gender-bent in terms of physical attributes, temperament or energy as Marian is, she is attached directly to the Women’s Movement of the early 19th century, something Collins’ readers understand as another form of gender bending. The notion of women as equal to men in legal personality and in the political sphere was consistently met with hostility and resistance throughout the 19th century [3], and the attempt by women to accomplish and secure these rights can be read as an attempt to bend out of traditional gender designation. When Madame Fosco reproves Laura and Marian for their earnestness during a conversation with Sir Percival and the Count at the boathouse, Marian parries with a stinging reminder of the woman’s former life, recalling “the time... when you advocated the Rights of Women -- and freedom of opinion was one of them” [2]. The back and forth between these two bent-gendered women opens a dialogue, and in many ways a competition, that Collins carries throughout the rest of the text with the Women’s Movement as a contextual background. Which non-traditional woman’s womanhood will win out? Which womanhood will garner readers’ dignity and respect, and which will give rise only to a fallen woman?

While Halcombe’s return volley to Madame Fosco might imply an affinity of her own with the “Rights of Women” [2], Collins has ensured readers, however, where Marian Halcombe’s loyalties lie only a few pages earlier in the text. Even a surface examination of the language with which Halcombe describes her sister’s aunt, Madame Fosco, reveals to her (and Collins’) readers that Marian’s sensibilities lie less with the plight of women than the supposed plight of men. Halcombe describes Madame Fosco first by her pre-marriage life as Eleanor Fairlie, how she was “always worrying the unfortunate men with every small exaction which a vain and foolish woman can impose on a long-suffering male humanity” ([2], my emphasis added). Readers are asked to pit woman against woman, to side with Marian Halcombe against this woman who would have at one time aspired beyond her station, against this English-woman who chose to marry a foreigner, activating the intersection and compounding nature of sexism and xenophobia. Yet, we quickly see that the Countess might be a changed woman: the flames of her pre-coverture feminism have simmered down, her “cold blue eyes” likened to those “eyes of a faithful dog”, doing her husband’s bidding, beck and call. Though Marian sees this change in Madame Fosco as “beyond all doubt, a change for the better”, readers are left with a small sliver of doubt as to whether the Countess is “really reformed or deteriorated in her secret self” through “sudden changes of expression on her pinched lips, and ... sudden inflexions of tone in her calm voice” [2]. Having painted this picture of two powerful women in opposition, Collins sets readers in waiting for a future conclusion to the conflict, a determination as to which version of womanhood will play out to be victorious, and therefore, valuable.

3. Historical Context

Collins positions his critique of mid-century feminist movements in a similar way to his positioning of the novel itself: audiences must read between the lines for a full understanding.

Collins sets the beginning of his narrative in 1849, well before his novel made its first splash on the market in 1859. Published serially, The Woman in White circulated in three volumes, completing its publication in full in the year 1860. The novel was part of the growing niche genre of sensationalism fiction, brimming with the tropes of shock and scandal, and Collins capitalizes on this idea of sensation in more than a few ways. The Woman in White is truly a novel of its time; reflecting the decade that birthed it, the novel spills over with troubling marriages, issues of women's property and legal rights within marriage, and the shifting relationships between men and women. With the story's open set just before the turn of the decade, the events within unfold
well before the height of the mid-50s push for legal action concerning the protection of women’s property within marriage, embodied in the cultural conversation and the failed Married Women’s Property Act, and before the ground-breaking 1857 Matrimonial Causes Act [4].

Collins understood well the changing sentiments of the culture, crafting a narrative that would simultaneously thrill Victorian audiences and kindle their sympathies for the women characters, particularly Laura, who were not protected by legal protections later to come. This design, however, does not necessarily suggest Collins’ affinity with the increasing equity within marriage between women and men; as Esther Godfrey signals in her essay “Absolutely Miss Fairlie’s own’ Emasculating Economics in The Woman in White”, the narrative’s obsession with Laura’s fortune, the precarious positions her fortune places her in at all times throughout, and “concern over men’s potential disenfranchisement” is perhaps just “Collins’ conservative response to what he perceived as women’s rising economic independence” [2]. The chronological positioning of Collins’ narrative is no accident, but rather an opportunity for Collins to continue a critique through the lines, as the novel’s final words on the Countess and Marian Halcombe further exemplify.

4. Results of Collins’ Rhetoric and Charater Tropes

In some of her final moments in the novel, Madame Fosco slides in and out of sight, characterized as a snake. Upon being yelled for by Count Fosco to fetch coffee, the “lady of the viperish face” appears, as described by Walter Hartright, to answer her husband’s call. Having received her orders, she “glide[s] out of the room”, only to reappear pages later, “admiring her husband, with a last vipersih look in [Hartwright’ s] direction” [2]. Entangling what once was the frozen-over fiery nature of Madam Fosco with the language of the serpent ties her directly to Victorian understandings of the “fallen woman”. The trope to either vindicate or villainize women abounds in literature, reducing the complexity of female characters and providing them with only two options narratively: virgin or whore. In Count Fosco’s own defense of his wife’s hyper-obedience, the sins of the Countess’ past life (of aspiring to equity with men) produce just wages; the Count “loftily assert[s] her accurate performance of her conjugal duties”, confirming both the need for punishment for the fallen woman and the propriety of the traditional role of women and wives as submissive servants.

In designating the Countess as a fallen woman, it seems clear that Marian Halcombe, sister of the novel’s heroine and a figure heroic in her own right per the risks and trials she endured in ensuring her sister’s safety must be the winner of this competition of womanhood that Collins’ has crafted. However, if the “conservative response” [4] that arises from the rest of The Woman in White is to still be applied throughout, the notion of Marian Halcombe as gender-bent towards masculinity must be corrected, something Collins delivers in the final elements of the plot. After seeing her surreptitiously rescue her sister from wrongful imprisonment in an asylum, the third epoch of the novel finds Marian Halcombe with the supposedly late Lady Glyde and a returned Walter Hartwright, the unlikely trio hiding out in rented quarters amidst the busy streets of London, a living situation that would have read of scandal to Victorian audiences. In an anxiety-easing double-edged return to propriety, the house-work is arranged: with Hartwright established as breadwinner and Laura unable to contribute while in mental rehabilitation, Halcombe is positioned to do the house-work that “would have been done by a servant”, a job Halcombe takes “as her own right” [2]. Establishing order in a scandalous housing arrangement is accomplished through the designation of housework to a woman - this sentiment fell as familiar and proper to Victorian audiences, and further ensconced the trio as both undeserving of the injustices wrought upon them and worthy of the reclamation of Laura’s statuses. More subtly, this move by Collins’ renders Marian Halcombe’s gender un-bent.

Halcombe’s acceptance of the load of the house-work comes laden with the narrative’s most explicit description of her character in tune with the idea of the traditional woman: Collins’ puts it
best, with Hartwright detailing Halcombe “turn[ing] up the sleeves of the poor plain dress that she wore… the unquenchable spirit of the woman burn[ing] bright in her even yet” [2]. Marian cries, decrying her tears all the while, telling Walter, “it’s my weakness that cries, not me [sic]. The house-work shall conquer it, if I can’t,” [2]. Conquering her weakness is, in Collins’ eyes, conquering what queers Marian. The time of necessity for Halcombe’s bravery, risk-taking, and force of passion, all manly qualities as Collins’ understands them, have receded into Halcombe’s budding and proper womanhood. The last flicker readers see of Marian’s former fervent nature is her application that Hartwright trust her with her “share in the risk and the danger… if the time comes,” and this sizzles out into nothingness when, on the night Hartwright confronts the Count, he entreats her to remain home. Halcome exclaims, “Don’t refuse me because I’m only a woman. I must go! I will go! I’ll wait outside in the cab!” Even her final ceding of agency, her chosen inactivity, is isolated to the separate sphere of the home, Hartwright begging her to “sleep in my wife’s room to-night. Only let me go away, with my mind easy about Laura” [2]. This final pillage of Halcombe’s masculinity dismantles her bent gender, the purpose of re-establishing the place of the “New Woman” securely in the home and the propriety of tradition having come to its poisonous fruition.

5. Conclusion

From the immediacy of the novel’s opening lines outlining that the narrative is “the story of what a Woman’s patience can endure, and what a Man’s resolution can achieve”, to its “illustrious” conclusion beholding aunt, father, mother, and child, the “Heir of Limmeridge” Wilkie Collins’ sensationalism rushes readers into the binary of gender and the presumption of the patriarchy [1]. Collins does his own work of troubling these notions, hosting characters that gender-bend and break the rules, assuming new identities and reclaiming those of old. In pitting two of these characters, the women Marian Halcombe and Countess Fosco, into a cosmic competition of performing proper womanhood, Collins makes larger critiques of women, feminism, and the fight for women’s rights that garnered increased fervency during the 1850s. Collins’ work, as exhilarating, scandalous, and ground-breaking as it was, truly takes its inspiration from ideas as old as time; Collins glimpsed a not-too-distant future where women had agency akin to that of men through enhanced legal standing, changing ideas of gender-roles, the ability to attain divorces and own property, etc., and he penned a not-too-distant past in which he could supplant tradition back into the minds of his readers [2]. As boundary-pushing as bending gender was for a Victorian author such as Collins, all too often, as in the case of The Woman in White, the boundaries that have always kept women in constricting roles and that posit queer lives as unworthy of validation are disguised, reorganized, and ultimately re instituted to reify existing powers-that-be.

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7. References

The Other Women: A Look at Bent-Gender and Traditional Womanhood in *The Woman in White*

